

**April, 1957**

# *The American School Board Journal*



**A PERIODICAL OF  
SCHOOL ADMINISTRATION**

***In This Issue:***

**1957 Teacher Supply and Demand—*Maul***

**Evanston's Gifted Child Enterprise—*Miller***

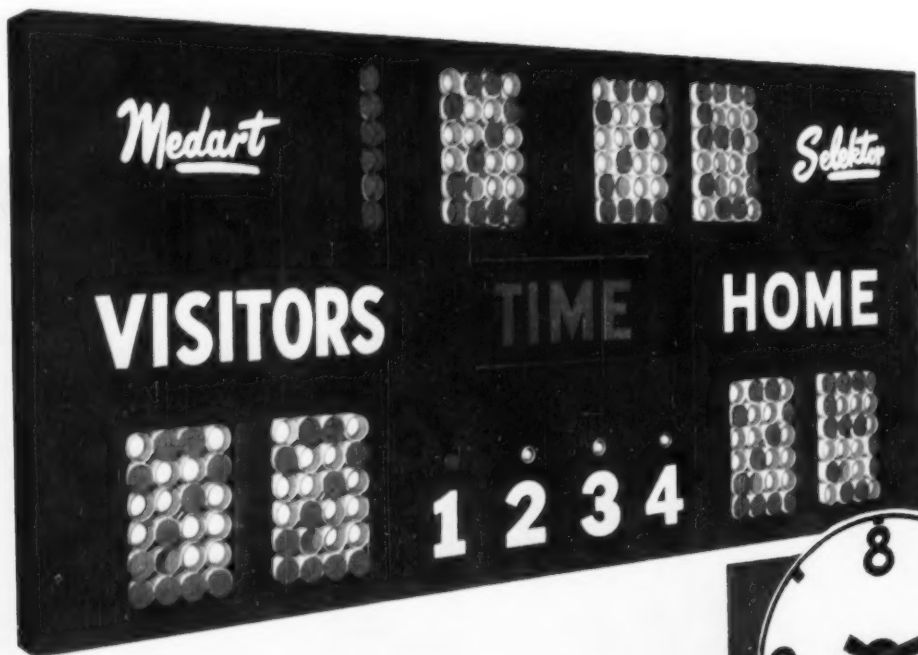
**The Superintendent and New  
Assignments—*Kirk and McConnell***

**Thomas A. Edison Junior-Senior High School**

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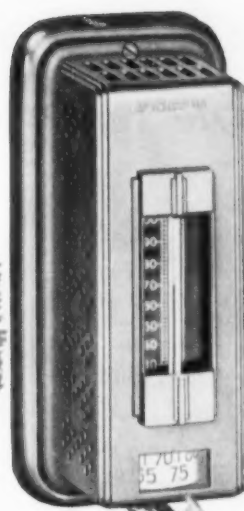
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UNITED STATES STEEL

# THE AMERICAN School Board Journal

*for April, 1957*

## EDITORIALS

- 78 Federal School Building Aid
- 78 Vacation Recreation
- 78 Teaching Foreign Languages

## FEATURES

- 11 N.S.B.A. Convention passes 2000 Mark, Shannon
- 31 Teacher Supply and Demand: A Turn for the Better?, Maul
- 43 The Superior Child Enterprise, Miller
- 47 So, You Are Moving to a New Job, Kirk
- 49 How to Apply for an Administrative Job, McConnell
- 50 A Thorough Selling Job, Lamka
- 51 School Board Rules of Long Ago, Turnbaugh
- 53 Housing the Speech Education Department, Perkins
- 55 Surety Bonds of School Building Contractors, Punke
- 58 Utilization of Board Architects During School Building Construction, Roach
- 76 Concerning the Library-Cafeteria Room, Wofford
- 77 The AASA Convention

## WORD FROM WASHINGTON

- 83 Encouraging Citizen-Educator Teamwork, Exton

## SCHOOL BUILDING

- 63 Thomas A. Edison Junior-Senior High School
- 68 Penns Grove Elementary School, Ballinger
- 70 A Music Building for Bossier High School
- 71 The Dallas Administration Building, Waits

## THE SCHOOL PLANT

- 75 Planning Schools for Today and Tomorrow, Stefan

## DEPARTMENTS

- 5 Surveying the School Scene
- 16 Building News
- 92 Finance & Taxation
- 94 Personal News
- 96 Teachers' Salaries
- 100 School Law News
- 108 New Products



In this month's JOURNAL, we're featuring a review of Evanston's scientific research into the four commonly use "gifted" programs as an aid to other school districts who are concerned with their own efforts. Dr. Maul's annual report on the current teacher supply and demand situation also has implications for all schoolmen throughout the country.

In school construction, the Edison junior-senior high school in Elmira Heights, N. Y., is a splendid example of the complete high school for the smaller, growing community—compact functional areas for an expansive curriculum on the secondary level, administrative offices, and space for community and adult education activities.

Other articles you'll want to read: Kirk and McConnell on the superintendent and his new assignment; Leitha Perkins with hints on planning the high school speech department; Dr. Turnbaugh with some school board rules of long ago.

These are only a sampling; and you'll want to review the JOURNAL's regular features, too!

WILLIAM C. BRUCE, Editor

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# Surveying the School Scene



## UNITY IN EDUCATION

There can be no isolation in education. The term, "levels of education," is illustrative of this fact, for inherent in it is the recognition of the dependence of one part upon the other—higher levels depending on the strong foundation and integration of the lower levels and the whole no stronger than its weakest part. To plan in the isolation of the needs of a particular level of education, unrelated to the whole, is to run the risk of waste and inefficiency which we cannot afford. Kindergarten must look forward to college and college must not forget the kindergartens to come.

Each level of the educational structure has a direct concern in and is heavily dependent upon the kind and quality of work done by the others. The elementary and secondary schools are dependent upon our colleges and universities for teachers and administrators. The colleges and universities must prepare these teachers from the raw material supplied by our elementary and secondary schools. The professional schools, in order to prepare sufficient numbers of well-trained doctors, nurses, engineers, scientists and others for the needs of society must be undergirded by strong pre-professional curriculums at the secondary school and college levels. It is clear, therefore, that there must be full and constant inter-level articulation and interinstitutional coordination with respect to the setting of standards, curriculum planning, counseling and staff utilization.—*Com. James E. Allen, Jr., New York.*

## EDUCATION FOR HANDICAPPED

In Wayne County, Mich., a group of superintendents, with consultant help from the Wayne County board of education, has engaged in a co-operative program to provide special education services for handicapped children from all the communities. The board assumes the responsibility for all the children from all the communities in the area of a specific handicap. The program which is financed by the state permits the exceptional child to enjoy all the advantages of attending a community school while receiving free school education.

The River Rouge board, with Glenn K. Bowen, superintendent of schools, assumed in their community the responsibility to provide schooling for blind children. The program begun in January, 1955, has shown itself to be an educational force in many phases. The service begins whenever a parent requests home visitation. At three years of age the child is eligible to enter the pre-school program. When he attains the usual school age, the child spends a portion of the day in the regular kindergarten with sighted children. This begins his formal integration into the classroom and he continues his schooling in the regular classroom and returns to the special room for training under the braille teacher. At present the program ministers to 21 children enrolled between the ages of 3 and 8, and is staffed by two trained and experienced workers with the blind.

A reciprocal phase of the program operates

in the high school economics department. This department sends high school students to the nursery to assist the regular teachers. The students in turn receive valuable experience in home training and care.

Since the beginning of the program, the public at large has been kept informed and the community is included whenever possible. The sighted children have also been directly affected by the program, since they are growing up with a realistic understanding of handicaps. Their interest in the program and in the other children is mental health in action. The experience of including blind children in public school classes has had a far-reaching effect in many aspects of community life as well as an enrichment of the school itself.

## CONDUCT SURVEY

Children like school today more than in former years, according to a survey conducted recently in the public schools of metropolitan New York area.

The survey, made by a special committee of the Metropolitan School Study Council, showed that out of 2995 pupils who replied to the questionnaire, 2295, or 76.6 per cent, said they liked school. The five things the elementary pupils liked most in school were academic subjects, meeting people, opportunities for education through trips, excursions, sports, and games.

In the survey, 1313 high school pupils replied. The five things they liked best were meeting people, philosophic reasons, academic subjects, something to do, and school clubs.

More than 23 per cent said they liked the school subject matter; 11.4 per cent recognized the importance of knowledge; and 7.7 per cent saw it as basic to a career; 4.4 per cent liked school because "it made them happier."

## SURVEY RURAL SCHOOLS

Twenty-one central rural schools have been selected to serve as pilot centers in a two-year project to improve education in small high schools of the rural areas of New York State.

The project is being financed over a two-year period by a grant of \$120,000 to the participating schools from the Fund for the Advancement of Education. The study is entitled the Catskill Area Project in Small School Design and the general consultant is Prof. Frank W. Cyr, of Teachers College, Columbia University. Dr. James J. Sampson, Oneonta State Teachers College, acts as liaison officer.

The aim of the project is the development of methods through which small schools in the state can provide adequate quality and a variety of educational opportunities through small-group learning or multiple classes, and through individual learning. The 21 schools in the project will take part in five areas of development.

## MERIT PLAN

In Community Unit Dist. No. 302, Villa Grove, Ill., the district is using, for a second

year, a merit evaluation plan for the school faculty. Each teacher is provided a base salary, but an additional amount of money may be earned through merit, which is payable in two lump sums, in January and June of the current teaching year. The amount of merit graduates on the schedule from \$100 at the bachelor-degree level with no experience, to \$550 at the master-degree level and 15 years' experience.

Four administrative-teacher conferences are held during the year for the purpose of teacher evaluation. While the teacher does most of the evaluating, the administrators stand ready to assist.

## ENCOURAGE PRODUCTIVE WORK

The need for a new state course of study for Indiana has been recognized by State Supt. Wilbur Young. In this direction, Robert H. Weaver, superintendent of the Goshen public schools, has been appointed to serve as chairman of a state committee to prepare such a course. The Goshen board has approved the use of a portion of its superintendent's time to work on this course of study. The new course will be used in the Goshen schools at the ninth-grade level.

The Goshen board is engaged in a revision of the Administrative Handbook. The work is being carried on by a committee of 12 staff members, including the parents' council, the superintendent, and the board of education.

## IMPROVE LANGUAGE ARTS

A committee of 17 teachers in Monmouth, Ill., working under the direction of Supt. Paul M. Crafton, has been holding meetings regularly during the school year 1956-57, to determine in what ways language arts instruction may be improved in the school system.

Following several meetings, certain conclusions have been reached: (1) that instruction in this area in all grades is too casual to produce the best results; (2) that teachers too often accept results from children which fall short of being the best which might be produced under close teacher supervision and guidance.

During the remainder of the year, further meetings are planned. After the committee completes its study it is the purpose to present specific recommendations to the staff to help them in improving the quality of the instruction in the language arts.

## SCHOOL PLEDGE TO FLAG

A state supreme (district) court judge in Albany, N. Y., recently refused to order the words, "under God" stricken from the pledge of allegiance made by New York public school children. Judge Isadore Bookstein, in his decision, said that use of the phrase in the flag salute was not a violation of the constitutional guarantees of religious freedom.



### EXTEND LIBRARY SERVICES

Plans for extending and improving rural library services have been presented to the U. S. Office of Education, Health, and Welfare, by 28 states and Alaska.

Congress passed the Library Services act last year, which provided grants to aid states in serving the rural residents who are without access to local library services, and other persons to whom services are inadequate.

The Act authorizes \$7,500,000 annually for five years. For the current fiscal year \$2,050,000 has been appropriated.

### HIGH SCHOOL ENROLLMENT

The postwar school enrollment wave has hit the high schools, according to preliminary

figures released by the U. S. Office of Education.

The figures show a 9.7 per cent increase in public secondary school population over the preceding year, whereas elementary schools increased only .3 per cent of one per cent. Secondary school enrollment, it was indicated, reached 9,291,585 in 1956, an increase of over 800,000 over the preceding fall. Elementary schools showed an enrollment of 22,236,110. In the secondary schools there were 610,000 excess pupils last fall, an increase of 9.8 per cent within the year.

### TV PROGRAM

The Des Moines, Iowa, board of education has begun a 13 weeks' series of TV programs entitled, "Know Your Schools," to be telecast

through the courtesy of Station KRNT-TV. The purpose of the programs is to help interpret the instructional program of the elementary schools to the community. A classroom teacher has been released to serve as co-ordinator of the series, under the direction of the Adult Education and Elementary Departments. The first program of the daily half-hour series went on the air on Monday, February 18.

### OPPORTUNITIES FOR HIGHER EDUCATION

A Roslyn, Long Island, N. Y., group, designated by the board of education as the "Advisory Committee on Higher Education," has just completed a survey of 625 leading colleges and universities. The survey was begun in an effort to discover what colleges wish to know about secondary schools and the communities from which college applicants come.

Supt. George E. Bryant, in commending the work of the group, said that it will inevitably strengthen the secondary school programs and provide increased opportunities for higher education of the youth.

### IMPROVE LANGUAGE ARTS

The board of education of Veedersburg, Ind., is supporting a program of in-service education, recommended by Supt. Alvin Ahrens.

The first step was the improvement of instruction in the language arts field. A developmental reading program has been introduced which is intended to benefit all pupils. Grade teachers and English teachers of the high school participated in the program.

Both pretests and retests were conducted in the intermediate grades to evaluate the program. The results after one year showed that poor readers had dropped from 37.7 per cent in 1955 to 22.23 per cent in 1956; normal readers ranged from 42.3 per cent in 1955 to 37.2 per cent in 1956; and superior readers gained from 20 per cent to 40.5 per cent in 1956.

Following these important gains, the board has proposed an improvement study for the entire educational program. The reading program is being constantly studied and other improvement studies are in the planning stage.

### HONOR COURSES

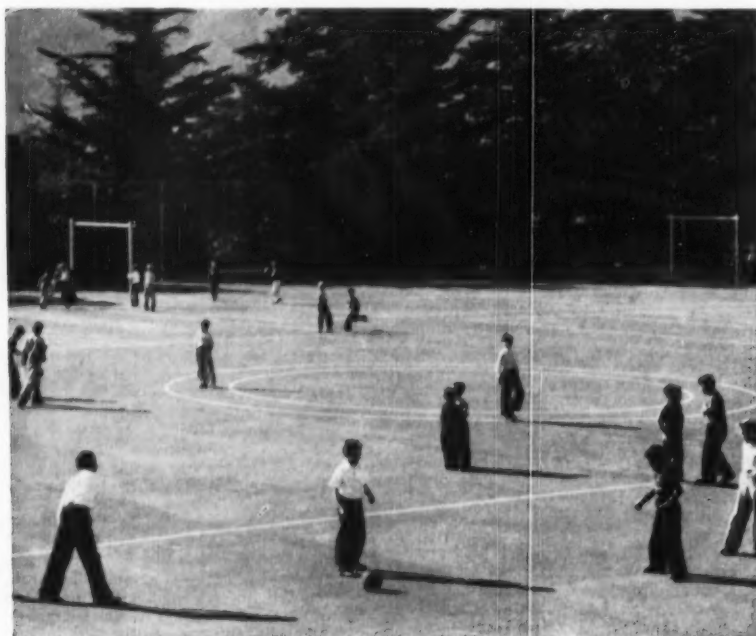
A program of 12th-grade honor courses has been conducted in San Diego, Calif., with such success that it has been expanded for the year 1956-57. A total of 287 students are taking part in the program in seven senior high schools. Honor courses are being taught in English, social studies, mathematics, and physics. An additional course in advanced chemistry for junior students is being offered this year.

During the past year many special activities were made available to provide enriched experience for students in honor classes. These included evening lectures, field trips, and "lab" nights.

During the year a careful follow-up of students is maintained to provide long-range evaluation of the program. Of the 221 students in honor courses graduated last June, 191, or 86 per cent, are attending college. Of the remaining 30 students, many indicated that they planned to enter college after military service or work. Almost one half of the honor course graduates are attending San Diego State College.

### P. P. CLAXTON DIES

Dr. Philander P. Claxton, a former U. S. Commissioner of Education, died on December 31, in Knoxville, Tenn., at the age of 93.



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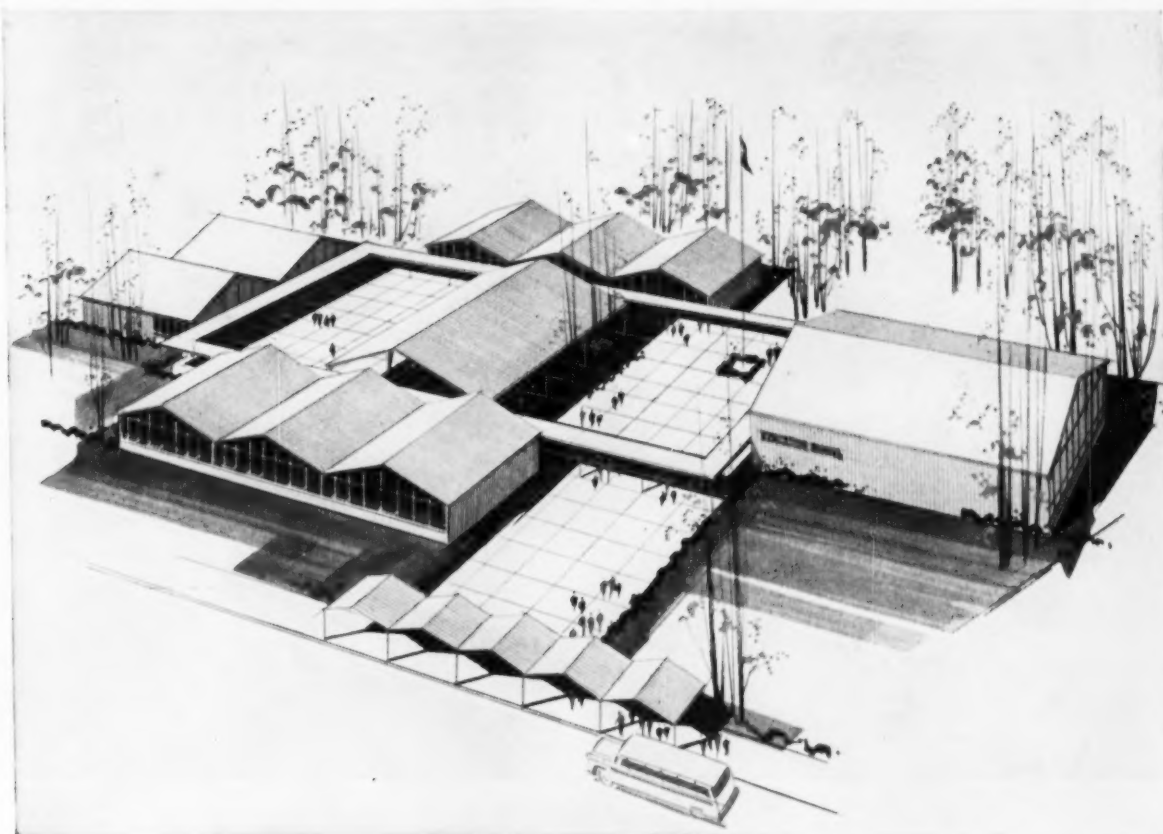
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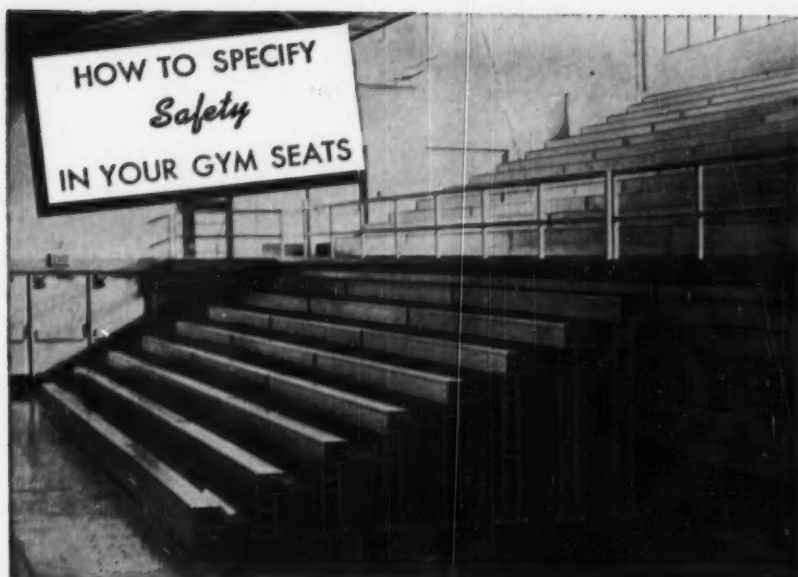


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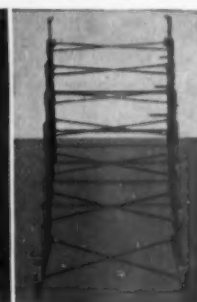
### 4 SUPPORTS

Four double steel columns support each row. Spectator weight is not used to lock gym seats in place.



### EASY TO ENTER OR LEAVE

Safway gym seats are made with a rise-per-row of 9½ in. for easy entrance and departure while providing good vision. Seat boards are 9½ in. deep. 12-in. aisle steps available.



### NO SWAYING

Rigid horizontal bracing of each section prevents side sway and distributes the crowd weight evenly.

## RESPONSIBILITY FOR SPECTATOR SAFETY IS BIGGEST FACTOR IN CHOOSING SEATS

You assume a heavy responsibility whenever you provide spectator seating equipment. As a result, complete safety is imperative—the most indispensable factor when you are selecting new equipment.

In telescoping gym seats, you will insist on safety for spectators, for students during gym work, and for personnel who open and close the seats.

Spectator safety requires more than just a strong, load-supporting structure. It also requires rigid resistance to sway loads—uniform load distribution—insurance against accidental telescoping—easy spectator entrance and departure—splinter-free seats—sturdy guard rails for open ends—tamper-proof locking.

### SAFWAY SAFETY

You must consider all of these safety factors when you are planning, specifying or buying gym seats. *Every one has already been considered by Safway—and is engineered into Safway gym seats.*

Many other Safway features assure spectator comfort, unobstructed vision, easy operation, floor protection, etc. When gym seats are up for attention, get the complete Safway story.





## N.S.B.A. NEWS

# N.S.B.A. Convention Passes 2000 Mark

**W. A. SHANNON**  
Executive Director

Cecil B. De Mille, director of seventy motion pictures, including such unforgettable productions as "King of Kings" and his latest masterpiece, "The Ten Commandments," was the featured banquet speaker, at the closing session of the Seventeenth Annual Convention of the National School Boards Association in Atlantic City, February 16, 1957.

In a brief, but most interesting address, the "dean" of producers and directors in Hollywood, thrilled a packed audience with a strong plea for co-operation between educators and film producers. He illustrated his points by reference to the extensive research made to supply authenticity for his production "The Ten Commandments." The son of parents who were teachers, Mr. De Mille easily won both the affection and respect of his large audience.

### New Officers and Directors

At the Saturday afternoon business session, Everett N. Luce, treasurer of the N.S.B.A. for the past two years, and past president of the Michigan Association of School Boards since 1953, was elected president. Carl B. Munck, of California, director of N.S.B.A. since 1954, was elected first vice-president, and Robert E. Willis, of Florida, was re-elected second vice-president. New Directors elected for three year terms were Robert H. Reed, Delaware; Theodore C. Sargent, Massachusetts, and Robert Lee Scarborough, South Carolina. Mrs. Preston Scott, South Dakota, was re-elected for a three-year term. Mrs. Will Miller, Texas, and John L. Bloxsome, Indiana, were elected for one year to complete the terms of Mrs. Olon Rogers, Texas, resigned, and Cyrus M. Higley, New York, who was elected treasurer.

### Changes in Constitution

The Board of Directors was increased from 12 to 15 with three additional directors to be appointed by President Luce. Five regional groups are tentatively established as follows:

**Region I. Northwestern**—Directors: Theodore C. Sargent, Massachusetts, and Robert H. Reed, Delaware. 11 states: Connecticut, Delaware, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

**Region II. Central**—Directors: John L.

Bloxsome, Indiana, Clyde McFarlin, Iowa, and Jack A. Stewart, Ohio. 10 states: Indiana, Illinois, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, Tennessee, and Wisconsin.

**Region III. Southern**—Directors: Robert Lee Scarborough, South Carolina, and John H. Woodall, Georgia. 11 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, West Virginia, and Virginia.

**Region IV. Western**—Directors: Roy O. Frantz, Colorado, Mrs. Will Miller, Texas, and Mrs. Preston Scott, South Dakota. 9 states: Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Texas, and Wyoming.

**Region V. Pacific**—Directors: S. E. Brogetti, Oregon, and Mrs. Fred A. Radke, Washington. 9 states and Territories: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, and Washington.

Since Regions I, III, and V have only two directors, one additional director will be appointed from each.

In 1958 the Committee on Nominations will be composed of five members, one from each of the five regions listed above.

The bylaws were changed so that \$5 sustaining membership dues may be paid directly to the NSBA annually. It is believed that the National Association may be properly financed and staffed, if the State Association of School Boards would approve and promote this plan, in addition to the State Association dues. With their support and recommendation, several thousand local boards throughout the nation would adopt and support this action.

### Convention Program

President Taylor T. Hicks, of Arizona, keyed the convention in the opening

**The 1958 N.S.B.A. Convention  
will be held April 17-19 at  
the Hotel Fontainebleau in  
Miami Beach, Fla.**

address with the statement: "The world is divided into people who do things and people who get credit. Try if you can, to belong to the first class. There's far less competition." He emphasized the need for leadership of school board members in the fields of public relations, school finance, and policy making.

During the afternoon, a panel of three



Cecil De Mille receives award from President Taylor Hicks.

speakers further elaborated on school board leadership. J. W. Edgar, State Commissioner of Texas, centered on the board of education's place in the structure of government. Mrs. G. G. Hudson, of California, emphasized the board's responsibility for improving the quality of educational programs, through legislation, financing, upgrading the staff, more adequate housing, and improved communications. T. C. Cobb, of Michigan, stressed the need for good general education, financial integrity, and community leadership.

At the conclusion of this panel, 160 round tables of eight to ten persons each discussed many sides of school board leadership responsibilities. The summary of these conclusions indicated major interest in the areas of: school curriculum, public relations, evaluation, long-range planning, legislation, finance, and school board associations. One final statement summarizes this discussion as follows: "In assuming our full leadership responsibilities, we have not reached our potentialities. This meeting has made us feel humble in the duties we have. We feel that we need to dedicate ourselves anew to the success of our school board job."

A panel discussion on merit pay for teachers followed by round table sessions was the highlight of Friday's program. Arguments for and against merit pay were presented by a panel of eight, moderated by Supt. Martin W. Essex, Akron, Ohio. C. O. Wright, Kansas; David C. Guhl, Washington, D. C.; and Elizabeth A. Yank, California, opposed merit pay, while Ivan C. Nicholas, Missouri, and Edmund H. Thorne, Connecticut, described merit plans in operation. Gale Rose, secretary and research director, Utah School Merit Committee, voiced a conclusion that merit pay schemes can work or fail, depending on how they are set up and operated.

Conclusions reached by the table sessions were: Teachers themselves must be involved in any merit plan. Evaluation plans must be developed and co-ordinated by three groups—the school board, the administrative personnel, and the professional personnel. A merit pay system will succeed only if a good basic salary exists, and

if it goes beyond the maximum. A merit system should not be adopted until after sufficient study, and only upon thorough understanding and acceptance by a substantial majority of the staff.

### Meeting of State Board Members

For the fifth consecutive year, state board members and chief state school officers convened in a sectional meeting of the NSBA. Representatives totaling 40 in number, from 24 states, attended and entered into a lively discussion on the topic of organization. A strong majority expressed a need for services and information, but there was no clear-cut decision as to the proper agency which should provide them. Some favored a closer working relation with the National Council of Chief State School Officers, while others expressed the wisdom of affiliation with the National

School Boards Association, since it is an organization of laymen with legal responsibilities for the operation of public schools.

S. E. Brogotti, Oregon state board member and NSBA director, presided. On Saturday afternoon the topic, "The Role of the State Board of Education in the Public School Program" was discussed from the state superintendent's point of view by Fred M. Raubinger, Commissioner of Education for New Jersey, and from the state board members' point of view by Robert A. Manchester II, state board member of Ohio.

### Boards Meeting According to Size

H. C. Willett, Los Angeles city board member, and Chairman of Cities of More Than 300,000, presided at two group meetings, one on Thursday evening, and one on Saturday afternoon. The topic of chief concern to this group was "Merit Rating and Merit Salary

Programs in Large Cities." Lee Stockford, Industrial Relations Adviser of Lockheed Aircraft Corp., spoke on the subject, "Does the Experience of Industry With Merit Rating Programs Provide Suggestions and Guide Lines for Education?" He was followed by Dwight E. Beecher, Buffalo, N. Y., who spoke on "Merit Salary Programs for Teachers." He gave an objective report on aspects of adjusting salary schedules to reward superior competency.

A new area was included in the group's meeting, according to size of communities. It was "Boards Members From School Systems of 100,000 to 299,000." The subject, "School Board-Community Relations" was presented by Roscoe H. White, Supt., Caddo Parish Schools, Shreveport, La. The general theme of the meeting was public relations. To summarize the presentation, Mr. White stated, "Seeking for simplicity in public relations is seeking to recognize the many short cuts which man's own nature has adopted. It represents a sensitive response to public need. Presentation of factual material helps to establish confidence and confidence is fundamental to good public relations."

The central theme of the Friday evening session was "Curriculum Development and Personnel Preparation." The panelists were Clyde B. Moore, board member from New York; Professor Paul R. Neuriter, State University Teachers College, New York, and Ellis F. White, New York. The conclusions reached indicated that responsibilities were divided, with the board determining what is to be taught, and the professional staff how it is to be accomplished, and evaluation of the accomplishments a joint responsibility.

A panel on "The School Architect and Tomorrow's Schools" occupied the general session on Saturday morning. All three speakers, Supt. Philip J. Hickey, St. Louis, Architect Jay C. Van Nuys of New Jersey, and board member Arno Myers of Glencoe, Ill., emphasized the concept of teamwork. It was pointed out strongly that good design costs no more than poor design, and that school boards should remember that when they construct schools they are building far more for the future than for the present.

Topics discussed on Saturday afternoon included: "Education Beyond High School," "Civil Defense and the Public Schools," "Safety Education in the Public Schools," "The U. S. Office of Education—Its Services and Needs," "What Can School Boards Do to Add Youth Movements such as Scouting," "Integration in the Public Schools," "The School Board's Responsibility for the Gifted Child," "Federal Aid for School Building Construction and the Eighty-fifth Congress," "Television and the Public Schools," "What Help Can School Boards Expect From College and University Placement Officers?" and "The Public Schools' Responsibility for the Fitness of Children and Youth."

### CONVENTION STATISTICS

A record of 1405 board members and 614 guests registered at the annual convention of the National School Board Association, held in Atlantic City, N. J., February 14-16, 1957. They came from 48 states and two territories (Alaska and Hawaii) and Mexico. This was the first time in history for all 48 states to be represented at an annual convention of school board members.

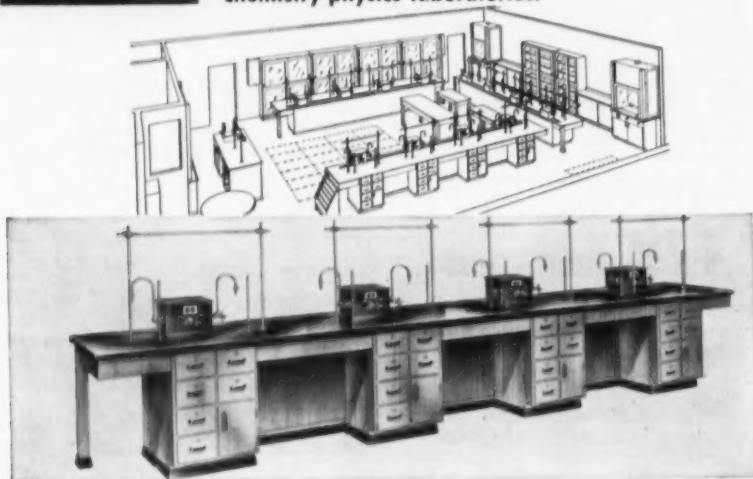
States registering the largest number of board members were Pennsylvania, 270; California, 161; New York, 120; Illinois, 101; Michigan, 93; New Jersey, 60; and Ohio, 51.

Growth in total attendance has advanced from 120, at the 1950 convention in Atlantic City to 1137, in 1955 and 2021, in 1957.

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Rooms?

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Here's another Kewaunee "Perimeter Planning" idea that "expands" existing space in combined chemistry-physics laboratories.



In this plan, three compact Kewaunee Pelton Science Tables are arranged around the room's perimeter and provide efficient working areas for 24 students. There is adequate space in the center of the room for tablet armchairs, demonstration area, special projects area and auxiliary demonstration area. And the instructor can observe all students without obstruction.

Kewaunee "Perimeter Planning" effectively utilizes every square foot of space to accommodate more students per class, more classes per day and at lower cost per student.

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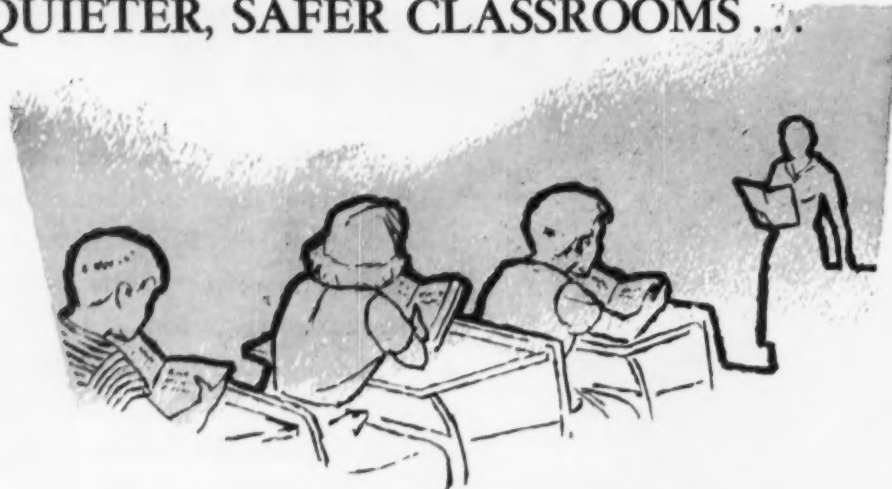
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How much is it worth for students to hear their teacher in the classroom? Just about as much as their future happiness is worth! In many instances children caught in crowded classrooms on short schedules are in serious danger of being deprived of the education they need to fit them for the problems ahead — simply because they cannot hear their teacher over the reverberation of sounds within the classroom and noises originating outside. Good soundproofing and good acoustics provided by Genuine lath and plaster walls and acoustical plaster ceilings give children their one chance to learn . . . with the one material that provides an American Standard fire-resistance rating of from a minimum of one full hour to as high as four hours, depending on type of construction.

*Only GENUINE Lath and PLASTER gives you perfect acoustics plus these extras:*

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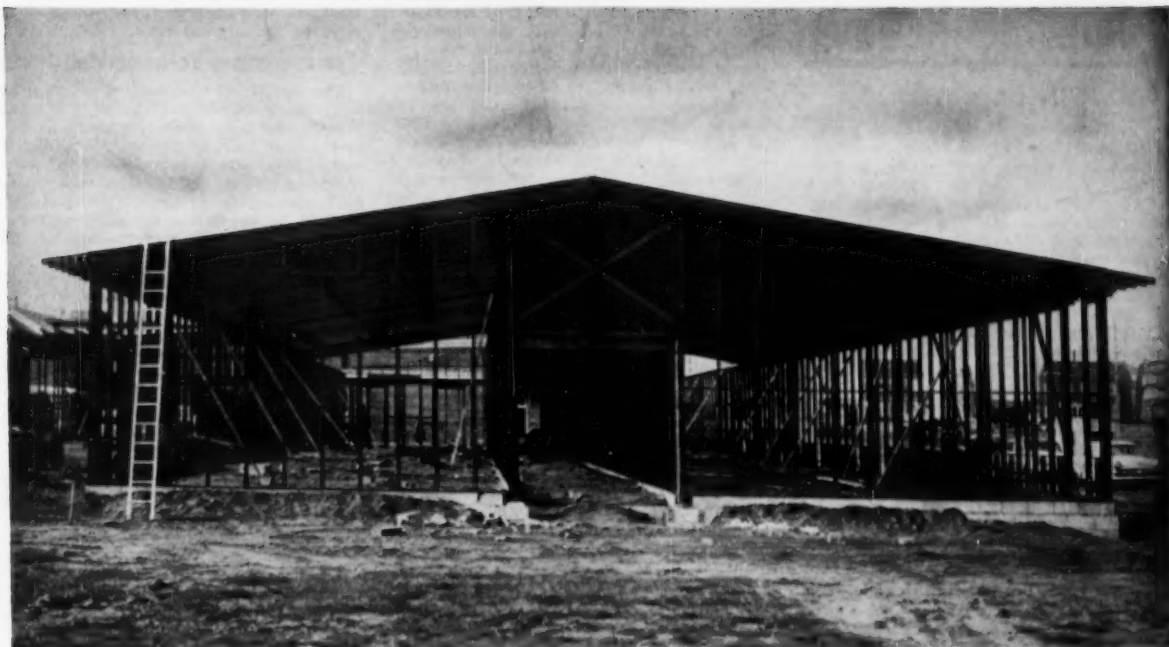
## GENUINE LATH AND PLASTER

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## how LIGHTSTEEL cut cost of school addition to \$14,500 per classroom

When Architect Alfonso Alvarez was confronted with the need for 16 classrooms, but had only \$251,000 available, cost was his major consideration in the design of the new addition to New Jersey's Freehold Township School.

Comparative cost analyses were made of a number of types of construction. From the results of these studies it was decided to build the addition with Penmetal LIGHTSTEEL structural sections. The economy of this framing system is shown by the following figures, based on a contract cost of \$232,004: Cost per pupil — 360 pupils — \$644; Cost per classroom — with 4 unfinished rooms — \$14,500; Cost per sq. ft. \$13.65.

Economical to buy, LIGHTSTEEL sections also cut actual erection costs. Because they are light in weight, steel members for load-bearing partitions and roof joists could be shop-assembled ... then trucked to the job site for immediate placement.

Other savings were obtained by means of the nailing grooves in double studs and joists. By utilizing this feature, exterior sheathing, metal lath and acoustical tile could be nailed directly to the steel sections.

Although low in cost, the quality of construction was not sacrificed. The structure offers excellent resistance to fire.

Write for details of economical Penmetal LIGHTSTEEL framing.

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#### FREEHOLD TOWNSHIP SCHOOL

Monmouth County, New Jersey

County Superintendent: Earl B. Garrison

Architect: Alfonso Alvarez, Architect and Associates, Upper Montclair, N. J.

General Contractor:

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# BUILDING NEWS

## TO WIN BY 4 VOTES\*

The following account of the close victory experienced by the Elyria, Ohio, board of education in a school levy election held on May 8, 1956, points up the important fact that every vote is important. The final tally of the votes showed 2133 for the issue, 1414 against the issue, for a percentage of 60.1 favorable votes and a margin of victory of 4 more than necessary for passage. The issue was a 5 mill operating levy for 5 years, which, based on a tax duplicate of approximately \$102,000,000, means better than a half million dollars of school operating funds per year.

In January, 1956, the Elyria city board of education decided to put the 5 mill school operating levy issue on the ballot at the time of the May primaries. The decision was made with the knowledge that at a special or primary election in Ohio the present law requires a 60 per cent favorable vote for passing, while at regular elections a school operating levy requires only a simple majority. The decision to put the issue on the ballot in May instead of November was based on the consideration that planning the 1957 budget and setting a salary schedule for the 1956-57 school year could be done much more effectively with certain knowledge of the income for operating expenses. It was also felt that the school operating levy at the May primaries would not be in conflict with other issues that would likely be presented at the regular election in November, including a bond issue for a new County Courthouse and various issues for other governing bodies.

A Citizens' Committee, headed by an active member of the Junior Chamber of Commerce, was organized approximately five weeks ahead of election day. The Citizens' Committee included representatives from all groups in the community including business, industry, labor, parent-teacher associations, and teachers. In fact, the teacher participation included contributions to the campaign fund as well as personal appearances by a number of the teachers on a speaker's bureau making appearances before many different groups. With a staff of employees numbering approximately 300, it was felt that a personal appeal would go a long way toward delivering the necessary majority. Each one was asked to try to bring in five favorable voters through his personal influence.

The number of registered voters in the school district is approximately 13,000. For this issue there were only a minority of voters at the polls. The total number voting on the issue of 3547 represents approximately ¼ of the total potential vote.

There was no organized opposition to the school operating levy issue, but it was necessary to overcome the usual lack of interest at a primary election. Many voters who would ordinarily vote on the school issues at a general election were not sufficiently interested in the other issues to go to the polls. It was called to the voters' attention that it would be possible to vote merely for the school operating levy if there was a personal inclination against declaring a voter's politics for the nomination ballots.

On election night the returns came in to the board of elections by mid-evening. It was apparent that the issue would have a close race if it passed at all. When all of the 35 precincts' returns had been tallied, it was found that the total number of votes for the issue were 14 short of the necessary 60 per cent. The news was broadcast over the local radio station that the school operating

\*F. J. Gottfried, Superintendent of Schools, Elyria, Ohio.

levy had failed, so that many of its ardent supporters went to bed with the knowledge that the school levy had apparently lost.

Upon awakening the next morning, the dejected school supporters were overjoyed to hear an announcement to the contrary indicating that the school operating levy issue had passed by 4 votes. During the midnight hours after most of the interested supporters had given up, the absentee votes were tallied. Apparently those people who cast their votes before May 8 because of being absent on Election Day were almost without exception in favor of the school operating levy. The net result of the official tally, as previously stated, was as follows: For the levy—2133, against the levy—1414, total number of votes—3547, percentage favorable vote—60.1.

Editorials appeared in local newspapers following the election reminding people of the importance of their vote. Since May 8, a number of people have reminded school authorities that they themselves feel that they had a part in the victory, in view of the fact that a special effort was made to get members of their family or neighbors to decide to go vote for the school levy when the closing hour was approaching and it was found that these people had not yet voted. It is an interesting coincidence that two members of the Elyria City board of education and their wives were among those casting absentee ballots.

This successful school election is one more in a series of victories at the polls during the past several years. Previous to Dr. Gottfried's coming to Elyria in 1951, the voters approved in 1949 a 5 mill operating levy and a bond issue for school buildings providing \$3,700,000.

## NEW SCHOOL CORPORATION

A new school corporation, known as the Plymouth Community Schools, has been created at Plymouth, Ind., as a result of the consolidation of the Plymouth city schools and Center township, which includes an area of 68 square miles, and has a population of 10,000. The school enrollment, which includes grades kindergarten through twelve with 1950, is expected to increase by 100 for each year of the next decade.

Two governing boards, which consisted of seven members, have been replaced by a five-member board for the new school corporation. Members of the board are appointed in accordance with the Indiana statutes.

A citizens' advisory committee has been appointed by the seven parent-teacher association in the area, which was largely responsible for the success of the consolidation movement. The system which has been in operation for six months has proved satisfactory, and an improved educational and building program are now in the planning stage.

## PROGRESS IN MARSHALLTOWN

The community school district of Marshalltown, Iowa, within the past two years, has reorganized from an independent school district to a community school district, embracing 44 sections of central Iowa farm area. In May, 1956, the voters approved a \$980,000 bond issue, the proceeds to be used for erecting two additions to present school buildings. One will be an addition to the senior high school, and the other for the Anson Junior High School.

The board has added to the faculty along with several classroom teachers, a trained individual who is devoting full time to the position of director of guidance in junior and senior high schools. Another appointee is the director of elementary curriculum. In the new semester, a trained speech therapist has been added, and provision has been made for a new director of secondary education.

The board operates ten school buses, which

transport over 300 children from the rural areas to the city schools.

## STUDY HIGH SCHOOL BUILDINGS

The board of education of Terre Haute, Ind., in co-operation with Supt. Wayne P. Watson, early in 1955, began plans for a new school building program. A junior and senior high school committee was formed, composed of the principal of each school. At a meeting in January, 1956, plans were outlined for continuing the study among the faculty and several departments of these schools.

Since the beginning of the school year 1957-58, the committee is engaged in a study of plans for the new buildings. A central committee of faculty members has been created to formulate the plans and to present recommendations for the construction of the buildings. The faculty committee has four objects in view: (1) to study the many factors involved in building planning and to acquaint the teachers with the latest in building features and innovations; (2) to consider the planning problems in the light of the unique character of local high schools; (3) to suggest specific features to be incorporated in the new buildings and facilities to be built in; (4) to suggest and incorporate all of the processes and activities into specific recommendations for the board and its architects.

## BUILDING PROGRESS IN LOS ANGELES

The Los Angeles, Calif., schools have a fast-moving building program aimed at providing classroom space for its rapidly growing student population. Associate Supt. Virgil Volla, school building program chief, in connection with a progress report, gave concise details of a city-wide classroom building effort. The unprecedented campaign for additional housing in the city is being financed with \$133,000,000 voted by the citizens in a bond issue approved last year.

A total of 164 projects are included in the report, ranging from a \$5,000,000 high school to a single classroom. Of this number, 88 are in the elementary field, 63 are in junior and senior high schools, and six in junior colleges.

In one year of operation, 38 projects have reached the construction stages, including 17 elementary schools, four of them complete new schools. An additional 21 projects are in the high school field. In the elementary school division, 21 schools are in the design stage, representing a total investment of \$10,000,000. In the secondary field, 15 junior and senior high schools are in various stages of design, representing an investment of \$40,000,000. More than 50 projects are currently under way, to be financed with the bond issue proceeds.

## PLAN HIGH SCHOOL BUILDING

The board of education of Mason City, Iowa, has included the rural areas adjacent to the city in its study of building plans for a new high school and a junior high school at the east edge of the city. It is planned to include farmshops for vocational agriculture classes, space for adult evening classes, etc. The plan which has been recommended by the Citizens' Advisory Committee, represents a complete reversal of local attitudes toward the rural areas. In past years, the board of education had refused to consider transportation for children coming from rural areas.

During the summer of 1957, the high school will offer behind-the-wheel driver training to boys and girls, and 90 pupils from public and local parochial schools will be eligible for the nine weeks' course.

(Concluded on page 19)

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This No. 445 High-School and College Desk is the result of years of extensive research. It embodies the suggestions of educators, architects, designers and teachers. Modern in style, it combines exceptional comfort with good posture. And it is the only SINGLE unit on the market that is variable in height to fit all-size students in junior or senior high school and college!

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CHAPEL FURNITURE • FOLDING CHAIRS

## BUILDING NEWS

(Concluded from page 16)

### BUILDING PROGRESS

The Paxton Unit School Dist. No. 2, Paxton, Ill., has completed two school additions, one for the high school, and one for the West Lawn School. A new Clara Peterson School was completed in 1954, at a cost of \$460,000.

The board is again faced with a growing school population and with an inadequate housed junior high group. By 1960 it is expected that the present school facilities will reach capacity. The board has organized two lay advisory groups to study the present status of the community and its school system, the financial ability of the community, and the educational desire.

### NEW GYMNASIUM

New Castle, Ind., has organized a holding company to build a new gymnasium. Over \$200,000 has been contributed by local businessmen and individual citizens. The building, designed by Architect Ralph Legeman, is to be started in October or November, 1957. It will contain two playing floors, one for girls and one for boys, dressing rooms, and concession areas, and will seat 9600 persons.

### SCHOOL BUILDING WORKSHOP

A one-week workshop on problems of school building maintenance and operation will be held in the Purdue Memorial Union Building, Lafayette, Ind., from May 13 to 17. Mr. J. Harold Husband, business manager of Grosse Pointe, Mich., will be director. The subject topics will include personnel administration, maintenance procedures, operation procedures, budgeting problems, purchasing procedures, school building construction, and care of grounds and play areas.

### STUDY SCHOOL BUILDING NEEDS

A committee of school building experts, headed by Robert D. Baldwin, has recently completed a study of the school building needs of Jackson County, W. Va. The study begun in January, 1956, aimed to help the school authorities pick up the backlog of long overdue building needs, to meet the present emergency needs created by a sudden rise in enrollment, and to keep abreast of the anticipated continuing increase in school enrollment and the needs of the educational program.

The committee in undertaking its task concentrated on (1) an evaluation of the present school plant, (2) a forecast of school enrollments and geographic incidence of school population, (3) an assessment of local and regional needs for school buildings and the over-all resources for meeting them, a study of the school organization pattern best adapted to serve the educational needs, and (4) the fiscal resources to meet the building needs.

The building program recommended by the committee comprised 12 separate projects, including 7 new buildings, renovations to 6 existing structures, and a gymnasium unit. The cost of the entire project will reach \$1,047,000, which includes two projects to cost \$360,000 each. New projects to be completed by September, 1960, include a new elementary school, a junior high school, and a senior high school, to cost \$850,000 to \$1,010,000.

### SCHOOL BUILDING

★ Kentucky school officials, reporting to the House Education Committee in Washington,

declared that 40 per cent of the state's 18,000 classrooms are unfit for student use. They said that 80 per cent of the schools lacked central heating, and that 38 per cent of the children attended schools with outdoor toilets. State Supt. Robert R. Martin estimated it would cost \$360,000,000 to meet the state's school construction needs in the next five years.

★ New Britain, Conn. The school board has proposed a \$6,000,000 building program to build two junior high schools and an elementary school.

★ Winchester, Ind. The school board has accepted a survey of the school plant, conducted by Dr. Harold Church, of Indiana University. In January, 1957, the board started work on the recommended building program, which includes (1) a new central grade school of six classrooms, multipurpose room, and kindergarten; (2) a new junior-senior high school; (3) a school administration and maintenance building; and (4) additions to two elementary schools. The total estimated cost is \$800,000 to \$900,000.

★ Glen Ellyn, Ill. The board of education has completed plans for a high school building in Lombard, and a gymnasium in West Lombard. The buildings will be financed with a bond issue of \$4,760,000 already approved.

★ Steger, Ill. School Dist. No. 194 has occupied three new school buildings, adding a total of 22 classrooms to the district's classroom space.

★ Watseka, Ill. A new addition of eight classrooms and an office suite has been occupied. The building was planned and supervised by Architects Perkins & Will, Chicago.

★ Kimmunity, Ill. A new gymnasium of the combination arch-it type has recently been occupied. The building has a capacity of 800 to 1000 persons and cost \$125,000.

★ Macomb, Ill. The board of education is completing a seven-room grade school, a 13-room grade school, and a junior high school accommodating 550 students. A four-room addition has been erected on the old junior high school site, which is being converted into a grade school.

★ Stanford, Ky. A new elementary school, costing \$200,000, has been completed. The building contains eight classrooms, a multipurpose room, and a kitchen. The building was financed with a bond issue of \$200,000.

★ Mendota, Ill. Consolidated School Dist. No. 289 has completed an elementary school for grades one to six, costing \$600,000. A bond issue of \$1,150,000 has been voted for remodeling and adding to the present high school.

★ Lanark, Ill. The board of education has begun the construction of an addition to the high school and a new elementary school. The elementary building will contain 16 classrooms and a remodeled gymnasium. The cost of the two projects will reach \$281,172.

★ Rock Island, Ill. The board of education is completing a large expansion program, comprising a 14-room elementary school, an addition to a junior high school, an all-purpose building, an addition to an elementary building, and an addition to the high school, to include a swimming pool, a home-economics department, and a gymnasium seating 7000 persons.

★ New Castle, Ind. Contracts have been let for the erection of the first unit of the Walter Chrysler Memorial High School, to cost \$1,179,057. The building which will contain 41 classrooms, a library, a study hall, a student center, and administrative and conference rooms, will be completed in 1958.

Using the pay-as-you-go plan, the board plans to complete two additional units within the next six years. A civic auditorium, with a capacity of 1000, will be part of the plant.

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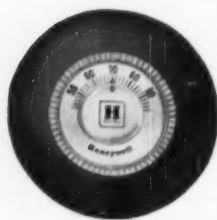
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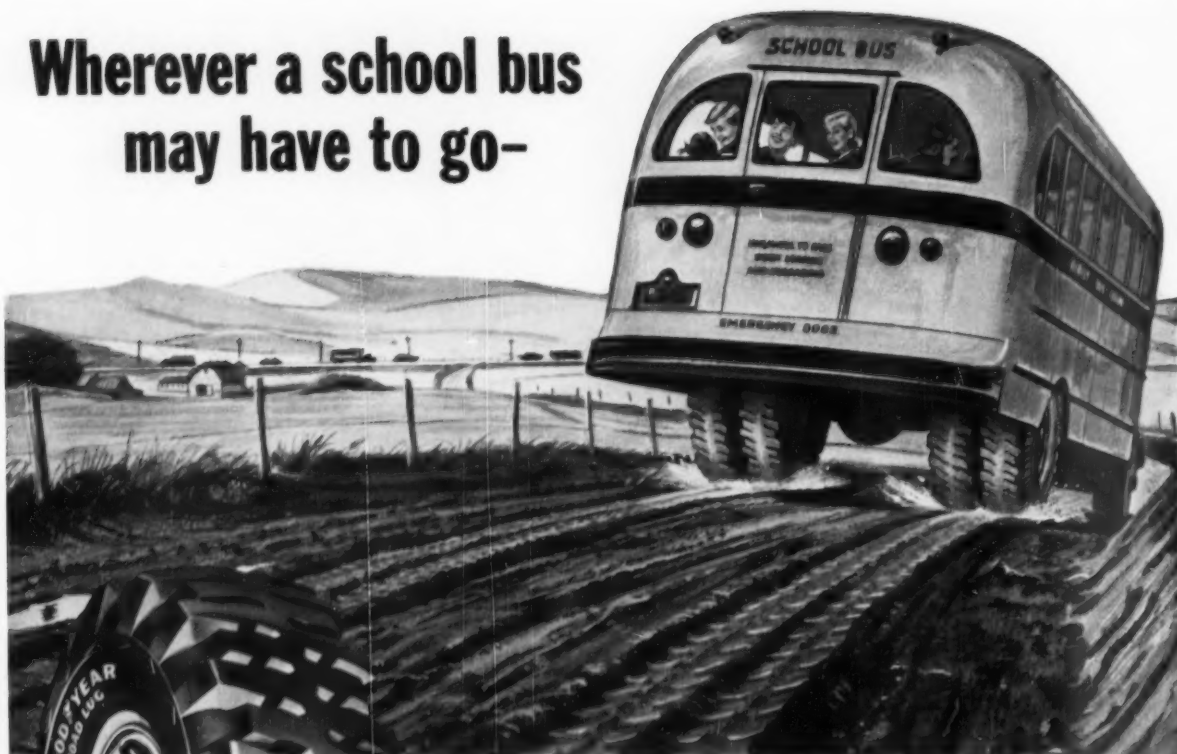
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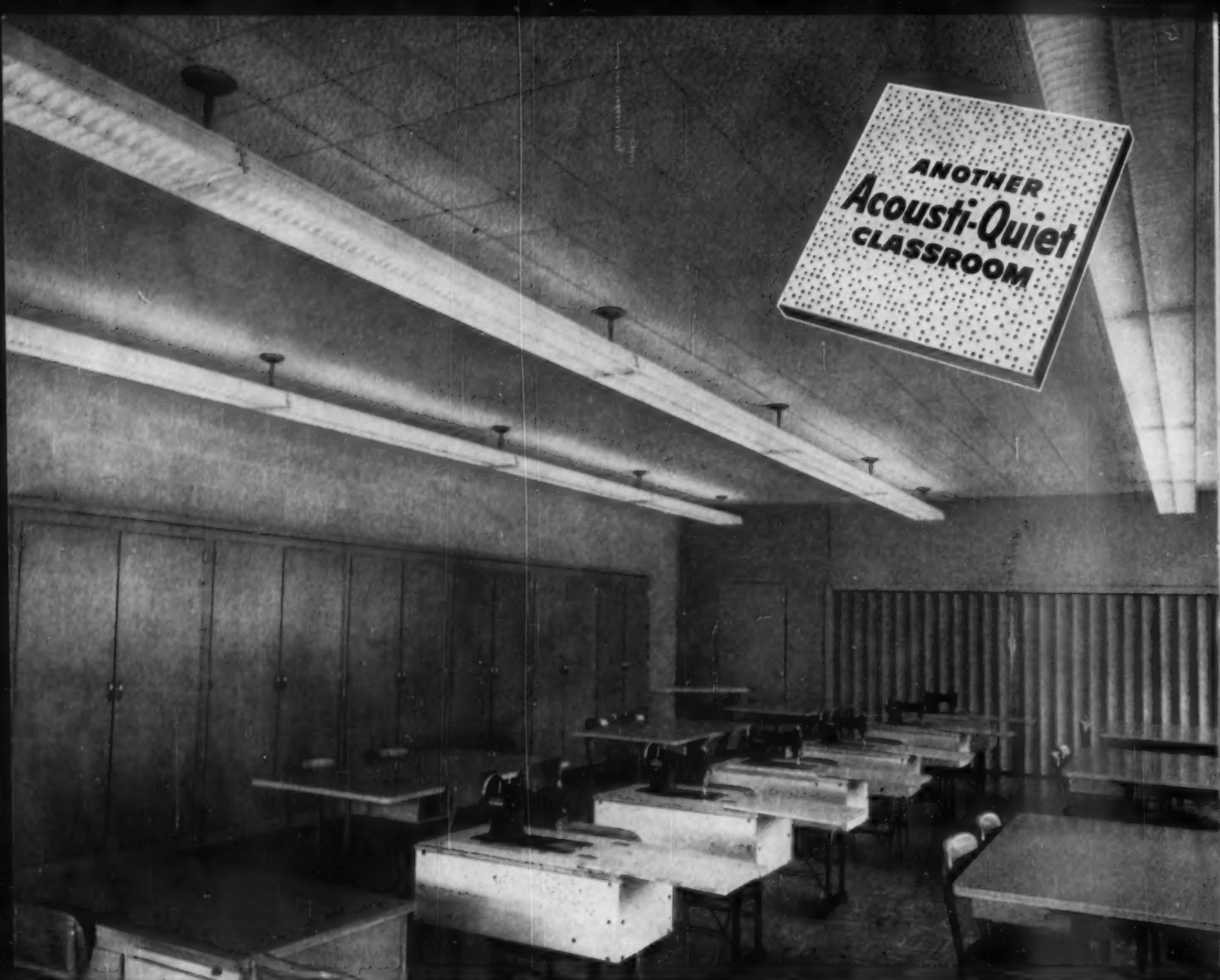
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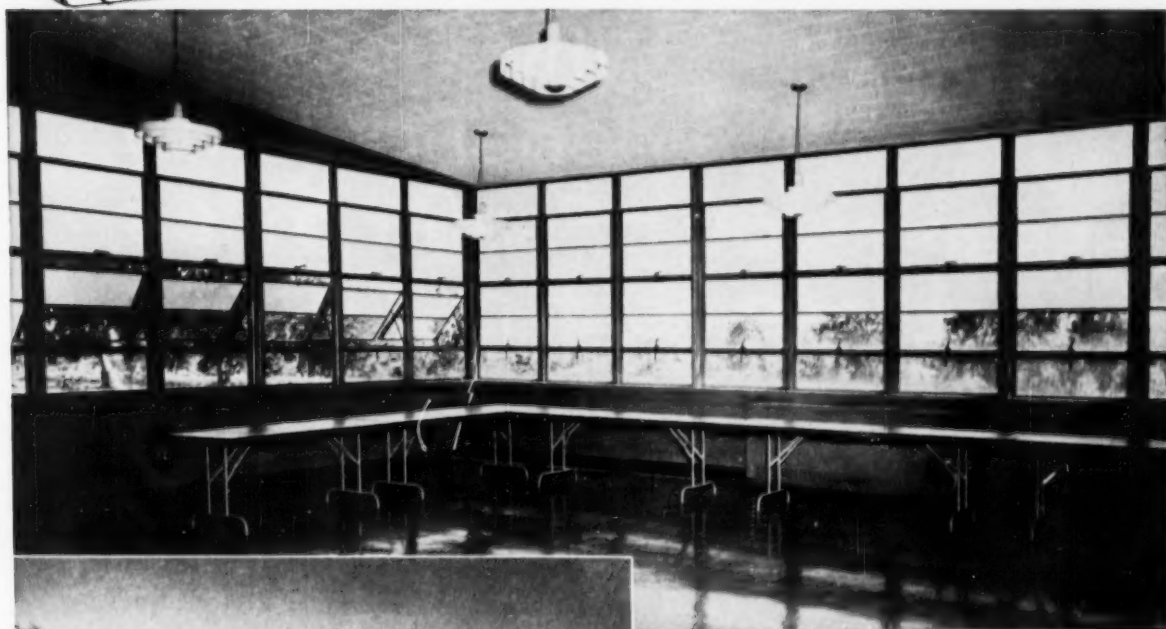
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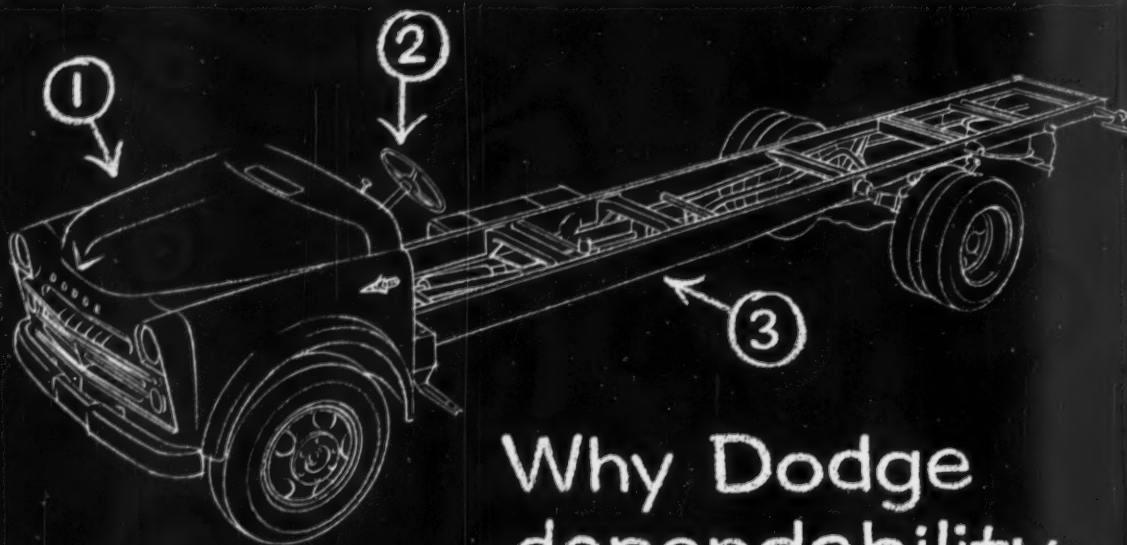


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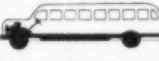


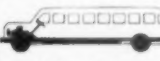
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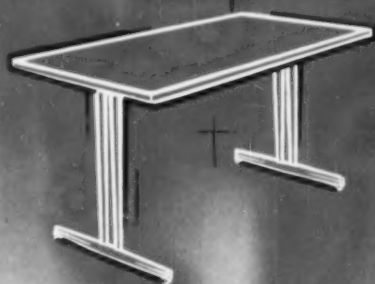
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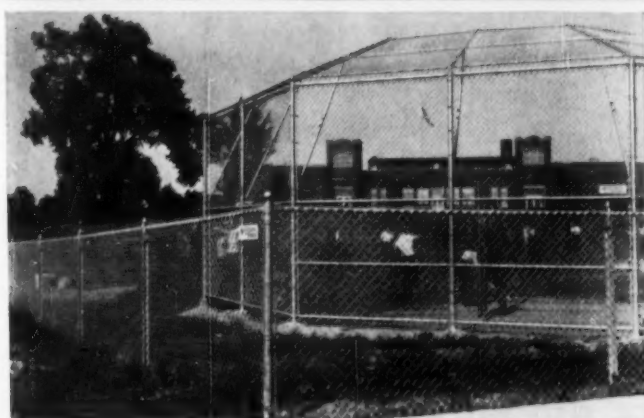


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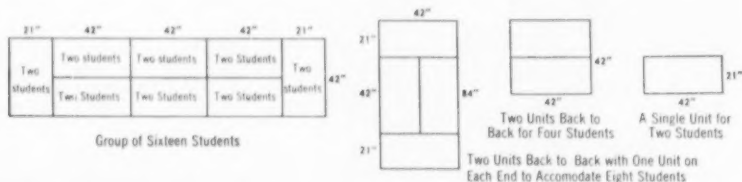
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**TEACHER SUPPLY  
AND DEMAND**

# A Turn for the Better?

**RAY C. MAUL**

Assistant Director, Research Division, National Education Association

On-the-surface figures would seem to indicate the possibility of better times ahead for the hard-pressed employer of teachers. Not only has the downtrend in the annual production of newly qualified college graduates been checked; a substantial increase in total numbers seems to be in prospect in the years just ahead.

Certainly conditions are changing, but whether these changes will add up to a net gain for the schools is a matter of serious doubt. An examination of the positive and negative factors sharpens the realization that major tests are yet to come.

If the opportunities now open are vigorously pursued, if the serious-minded citizens of each community, each state, and each region seize the

initiative, the prospects for progress are good. But certain voices are saying we not only cannot but we should not expect teaching to claim that share of our total man power which is necessary to staff the schools of the nation. Some of these voices insist that we have enough teachers right now and that the salvation of the schools depends upon the magic of those administrators who can extend the services of the teacher to much larger numbers of children. And others would have the public believe the greatest need of the schools is not more funds but only a new formula for the distribution of the funds now available for instructional purposes.

The following are some of the pro and con factors which must be weighed

by each person who would actively strive to achieve a balance between supply and demand.

## Favorable Factors Now in View

1. After a steady decline for ten years, the number of youth in the 18- to 21-year bracket has reached bottom and will now increase steadily.

2. College enrollments, which turned up in 1954 with an enlarged freshman class, will yield larger and larger groups of graduates in the years ahead. The per cent of high school graduates entering college is at an all-time high and promises to go higher.

3. The per cent of college graduates who have prepared for teaching, which increased from 26.6 in 1950 to 31.4 in 1956, now promises to stabilize at about the present level.

4. The recently concluded series of local, state, and national conferences lifted public awareness of educational problems to new heights.

5. There is an aroused concern for the need to equip each person to produce at the highest level of his capacity. The shortage of highly trained manpower in the various professional and business fields sharpens the focus upon the responsibility of the educational system. We are beginning to realize that we can no longer be profligate with our manpower resources. There is a growing awareness that the nation needs the talents of each individual.

6. The concept of the elementary school teacher as a college graduate has been greatly extended during the past decade. Recently five more states have joined the 31 which have already set this standard. The importance of this step in attracting superior students to the elementary school classroom can scarcely be overestimated. This movement supports the view that teaching can achieve true professional status *only*

**Table 1.**

Type of preparation	1957		1956		Net Change
	Men	Women	Total	Total	
1	2	3	4	5	6
Elementary School Teaching .....	5,834	36,962	42,796	40,801	+ 1,995
High School Teaching:					
Agriculture .....	1,710	6	1,716	1,549	+ 167
Art .....	852	1,534	2,386	2,072	+ 314
Commerce .....	2,543	3,575	6,118	5,494	+ 624
English .....	2,092	4,593	6,685	5,965	+ 720
Foreign language .....	540	985	1,525	1,424	+ 101
Home economics .....	...	4,794	4,794	4,522	+ 272
Industrial arts .....	3,325	29	3,354	2,655	+ 699
Journalism .....	38	58	96	89	+ 7
Library science .....	43	313	356	279	+ 77
Mathematics .....	1,895	997	2,892	2,544	+ 348
Music .....	2,591	2,686	5,277	4,798	+ 479
Physical education (Men) .....	6,911	...	6,911	5,718	+ 1,193
Physical education (Women) .....	...	2,872	2,872	2,629	+ 243
Science .....	3,683	1,326	5,009	4,320	+ 689
Social studies .....	7,461	3,105	10,566	9,125	+ 1,441
Speech .....	648	1,034	1,682	1,505	+ 177
Other .....	1,245	1,137	2,382	2,117	+ 265
High-School Total .....	35,577	29,079	64,656	56,785	+ 7,871
GRAND TOTAL .....	41,411	66,041	107,452	97,586	+ 9,866

when all elements — elementary, secondary, and higher — are qualified for such recognition.

7. A unified effort is being made to strengthen the program of teacher education in all types of institutions. The influence of the National Council for the Accreditation of Teacher Education is being extended to liberal arts colleges and universities as well as teachers colleges. These efforts to assure the quality of preservice preparation are gaining the respect and active support of public school employing officials.

8. The college graduate who did not prepare for teaching at the undergraduate level, but who now wishes to enter classroom service, finds many college offerings suited to his particular needs. Broadly educated graduates of liberal arts colleges and others are encouraged by postgraduate courses, workshops, and extension courses often brought to their own communities. In particular, the educated housewife who finds herself released from full-time home duties is encouraged to fill the gaps in her preparation so that she may serve effectively in the classroom.

9. Many public school administrators are providing opportunity for superior high school students to test their aptitudes for teaching and to gain a realistic view of the requirements and opportunities. Without doubt this movement underlies the increased interest in teaching among college students, as pointed out in a preceding paragraph.

10. Certainly not the least of the favorable factors is the prospect of some sharing by the Federal Government of the financial burden which is mounting daily. Many communities which now carry the full load of school construction are endangering their future revenues for current operating expenses. The future role of these districts in being able to help relieve or in being forced to contribute to the extension of the teacher shortage is a critical factor. The positive statements of both major political parties before the 1956 election should bespeak positive action by the federal government.

#### The Negative Side of the Picture

Some of the optimism engendered by the favorable factors just cited is tempered by a review of the unsolved problems now clearly in view. The following, in varying measure, now confront almost every district.

1. **The Threat of Apathy.** All of us, being only human, are prone to assume that a much-discussed problem is a solved problem. The task of sustaining a high level of public interest in the plight of the schools may be more difficult than was the task of arousing it originally. The demands for national

defense, the rising pitch of international tensions, the focus of attention upon a national budget of unprecedented peacetime proportions — these are only some of the many cross-currents in public concern which tend to siphon off the public interest in education. To place implicit trust in the favorable influences now at work would be to invite disaster.

2. **District Variations.** The teacher shortage is distinctly a local problem. Some few districts enjoy a fairly comfortable margin of supply while many others are in desperate circumstances. The more fortunate draw from the others, of course, but the big task is to make it possible for *all districts* to compete with the *other occupations* which attract qualified teachers. The total supply of fully prepared persons is larger — much larger — than the number of active candidates. Only a few districts now provide the resources to make teachers' salaries truly competitive with the other professional and business occupations which require no more by way of preservice preparation. *It is not realistic to assume that the teacher shortage will be relieved, or even held at its present level, unless substantial salary increases are provided.*

3. **Increasing College Needs.** Although the number of college graduates will now increase from year to year, the preparation of college teachers goes forward more slowly. College presidents and deans generally want their new staff members to hold doctor's degrees, but an adequate supply of such comprehensively trained persons is nowhere in the offing. On the contrary, many college officials are already cutting back their requirements so that they are in active competition with high schools.<sup>1</sup> It is now clear that the demand for more staff to serve additional enrollments will expand faster among colleges than at either the elementary or high

<sup>1</sup>An NEA Research Division study of the college teacher supply-demand situation, now under way, will show the colleges employing a large number of new teachers with no more than master's degrees and a considerable number who have not yet attained that level. The study will also show that many recently employed college teachers have come directly from public school teaching positions.

## FOUR MINIMUM STEPS TOWARD ALLEVIATING

- 1 Support the effort to broaden the base of financial support of local school districts.
- 2 Find ways within the existing financial structure of your district to improve the salary level.

school level during the next ten years. A pooling of future enrollment estimates shows an increase of 80 to 120 per cent in colleges while the high schools are increasing 50 per cent and the elementary schools 30 per cent by 1965. Surely the prudent public school official and school board member will take into account this new element which further complicates the general supply-demand situation.

#### 4. Need to Relieve Overcrowding.

In the ten years since elementary school enrollments started up in 1946, the addition of teachers has not kept pace with the addition of children. Median class size means that one-half the classes are larger than the indicated figure, but it does not indicate how much larger. Powerful forces, wanting to resist an adequate building program, hide behind the published medians. Other forces promote an attack upon thoroughly validated concepts of teacher-pupil relationships. Meanwhile, children are thrown into groups so large that educational goals are unattainable and competent teachers are frustrated to the point of quitting the classroom. The unhappy fact is that we have not faced up to the need for relief from overcrowding or the elimination of half-day sessions and the relation of this achievement to the supply of teachers.

5. **Reduction of Annual Losses.** One generally overlooked factor in the teacher shortage is the enormous annual loss of teachers from service. Much more should be known about (1) the reasons teachers quit, and (2) the qualifications of those who do so. But the loss at the end of the first and second years of service points up our ineffectiveness in the complicated procedure of counseling, selecting, training, and inducting into service. A leakage of these proportions would not be condoned in other occupations. Improvement of these procedures all along the line would contribute much toward relieving the teacher shortage.

6. **Extending the Base of Support.** Originally, support of the public schools was assumed to be a local obligation.



## TODAY'S SHORTAGE OF COMPETENT TEACHERS

- 3 Reduce the annual loss of good teachers by re-examining not only salary but work conditions.
- 4 Organize efforts to identify and encourage the interests of high school students with teaching aptitudes.

In highly irregular fashion the realization has grown that the resources of the state as a whole should support the educational program throughout the state. At one extreme is the state furnishing more than 80 per cent of the school operating costs from state funds; at the other extreme are those states in which 95 per cent of the burden falls upon the local district. On the average, the state contributes 38.7 per cent.

But while this broader base was being established at the state level the federal government was pre-empting the major new sources of revenue, thus leaving the local district a steadily diminishing base. Now the federal "take" is at an all-time high and the plight of many districts is desperate. Already many of

them have mortgaged future revenues to the limit; it is not reasonable to assume that they can compete in the open market for competent teachers in the numbers they will need in future years. The only hope for them lies in the development of a nationwide base for a sharing of at least the future building costs. It is passing strange that the voices raised loudest against federal support of school construction are the same ones which cry for a strengthened educational system to support the national economy, the national welfare, and the national defense. The dual and coequal responsibilities of the school system are (1) to the individual and (2) to the nation as a whole; the locality in which each child is likely to

fulfill his adult role cannot be assumed to be the locality of his early education.

### Problems of the First Magnitude

Most of the foregoing pro and con factors are general in their implications. Some apply most forcefully in certain districts. Still other factors dominate in other districts. The overriding fact stands out, however, that the problems ahead are of first magnitude, and that an adequate supply of competent teachers is not in prospect unless vigorous action is taken in every community. Certainly the favorable factors now in operation will not, in themselves, bring the necessary results. Perhaps the four minimum steps for which local school administrators and local school boards have first-hand responsibility are these:

1. Support the effort to broaden the base of financial support; cross currents in the 85th Congress pose a distinct threat to this effort, and members of that legislative body will be attentive to the voices of educational leaders in their home districts and states.
2. Ways must be found within the existing financial structure of almost every district to improve the salary level if that district wants to obtain and retain competent teachers.
3. In general, the annual loss of good teachers must be reduced. Not only salary but working conditions are factors awaiting re-examination.

Table 2. The Possible Teacher Supply

TABLE 2.—TOTAL NUMBER OF COLLEGE GRADUATES; NUMBER PREPARED TO TEACH IN EACH HIGH SCHOOL FIELD; NUMBER PREPARED TO TEACH IN ELEMENTARY SCHOOL;								
PERCENT OF YEAR-BY-YEAR CHANGE, 1950-1957								
College graduates	1950	1951	1952	1953	1954	1955	1956	1957
1	2	3	4	5	6	7	8	9
Receiving bachelors' degrees .....	433,734	384,352	331,924	304,857	292,880	287,401	311,200	Not available
Percent change from 1950 .....	...	-11.4%	-23.5%	-29.7%	-32.5%	-33.7%	-28.3%	...
Prepared to teach in high school:								
Majors in ART .....	2,225	2,296	2,249	2,019	1,856	1,930	2,072	2,386
Percent change from 1950 .....	...	+ 3.2%	+ 1.1%	- 9.3%	-16.6%	-13.3%	+ 6.9%	+ 7.2%
Majors in MUSIC .....	5,296	4,652	4,882	4,641	4,323	4,499	4,798	5,277
Percent change from 1950 .....	...	-12.2%	+ 7.8%	-12.4%	-18.4%	-15.0%	+ 9.4%	+ 0.4%
Majors in HOME ECONOMICS .....	4,899	4,640	4,648	4,282	4,212	4,525	4,522	4,794
Percent change from 1950 .....	...	- 5.3%	- 5.1%	-12.6%	-16.0%	-17.8%	- 7.7%	+ 2.1%
Majors in WOMEN'S PHYSICAL EDUCATION .....	3,178	2,562	2,607	2,485	2,440	2,496	2,629	2,872
Percent change from 1950 .....	...	-19.4%	-18.0%	-21.8%	-23.2%	-21.5%	-17.3%	- 9.6%
Majors in COMMERCE .....	7,235	5,750	5,165	4,571	4,076	4,434	5,494	6,118
Percent change from 1950 .....	...	-20.5%	-28.6%	-36.8%	-43.7%	-38.7%	-24.1%	-15.4%
Majors in FOREIGN LANGUAGE .....	2,193	2,133	1,859	1,519	1,368	1,328	1,624	1,525
Percent change from 1950 .....	...	- 2.7%	-15.2%	-30.7%	-37.6%	-39.4%	-35.1%	-30.5%
Majors in SOCIAL SCIENCE .....	15,349	12,178	9,406	8,149	7,227	7,572	9,125	10,566
Percent change from 1950 .....	...	-20.7%	-38.7%	-46.9%	-52.9%	-50.7%	-40.3%	-31.2%
Majors in INDUSTRIAL ARTS .....	4,890	4,284	3,161	2,570	2,201	2,177	2,655	3,354
Percent change from 1950 .....	...	-12.4%	-35.4%	-47.4%	-55.0%	-55.5%	-45.7%	-31.4%
Majors in MEN'S PHYSICAL EDUCATION .....	10,614	8,179	6,546	5,416	4,834	4,794	5,718	6,911
Percent change from 1950 .....	...	-22.9%	-38.3%	-49.0%	-54.5%	-54.8%	-46.1%	-34.9%
Majors in MATHEMATICS .....	4,618	4,118	3,162	2,573	2,223	2,155	2,546	2,892
Percent change from 1950 .....	...	-10.8%	-32.0%	-44.3%	-51.9%	-53.3%	-44.9%	-37.4%
Majors in ENGLISH .....	10,709	9,661	8,211	7,166	5,278	5,507	5,945	6,685
Percent change from 1950 .....	...	-11.7%	-23.3%	-33.1%	-50.7%	-48.0%	-44.5%	-37.6%
Majors in SCIENCE .....	9,096	7,507	5,266	4,381	3,661	3,754	4,320	5,064
Percent change from 1950 .....	...	-17.5%	-40.3%	-51.8%	-60.0%	-58.7%	-52.5%	-44.5%
Majors in AGRICULTURE .....	3,294	2,604	1,891	1,601	1,543	1,430	1,564	1,716
Percent change from 1950 .....	...	-27.0%	-42.6%	-51.4%	-53.2%	-56.6%	-53.0%	-47.9%
Total prepared to teach in high school .....	86,890	73,015	61,510	54,013	48,916	49,697	56,785	64,656
Percent change from 1950 .....	...	-16.0%	-29.2%	-37.8%	-43.7%	-42.8%	-34.6%	-25.6%
Total prepared to teach in elementary school .....	28,587	33,782	37,649	37,430	36,883	37,712	40,801	42,796
Percent change from 1950 .....	...	+18.2%	+31.7%	+30.9%	+29.0%	+31.9%	+42.7%	+49.7%
Grand total prepared to teach .....	115,477	106,797	99,159	91,443	85,801	87,409	97,586	107,452
Percent change from 1950 .....	...	- 7.5%	-14.1%	-20.8%	-25.7%	-24.3%	-15.5%	- 6.9%

TABLE 3—OCCUPATION, ON NOVEMBER 1, 1956, OF PERSONS WHO GRADUATED BETWEEN SEPTEMBER 1, 1955, AND AUGUST 31, 1956, WITH QUALIFICATIONS FOR STANDARD TEACHING CERTIFICATES

Complete reports from 30 states and incomplete reports from 15 states (including Alaska, District of Columbia, Hawaii, and Puerto Rico).

Field of Preparation	Percent teaching	Percent not teaching						Total percent	Number of graduates included
		Otherwise gainfully employed	Continuing formal study	Military service	Home-making (women)	Seeking teaching job	Seeking non-teaching job		
<b>High school (by field)</b>									
Agriculture... 50.5	16.2	5.5	15.5	0.1	0.9	0.2	11.0	100.0	1231
Art..... 66.5	6.4	3.7	5.3	5.5	1.2	0.8	10.6	100.0	1231
Commerce... 56.2	21.2	3.3	3.7	4.5	1.2	1.4	8.5	100.0	4073
English..... 68.4	6.0	6.8	2.5	5.8	1.4	0.3	8.8	100.0	4430
Foreign languages..... 62.1	5.9	10.5	3.1	6.6	1.8	0.1	9.9	100.0	933
Home economics..... 65.2	10.9	2.6	a/	11.2	1.7	0.5	7.9	100.0	3340
Industrial arts..... 61.5	13.1	3.8	11.1	a/	1.4	2.3	6.8	100.0	2005
Journalism... 26.5	28.1	4.7	7.8	8.3	0.0	0.0	26.6	100.0	64
Library science... 76.8	11.6	4.8	1.0	1.9	0.0	0.0	3.9	100.0	207
Mathematics... 66.3	11.9	6.2	5.3	2.1	0.7	0.4	7.1	100.0	1963
Music..... 68.9	3.8	6.2	5.7	4.8	1.6	0.3	8.7	100.0	3473
Physical education (men)..... 60.2	7.5	5.5	15.3	0.0	0.7	0.4	10.4	100.0	4177
Physical education (women)..... 78.2	3.3	3.5	0.3	6.1	1.0	0.2	7.4	100.0	1850
Science..... 59.4	10.1	9.3	6.8	2.1	1.0	0.2	11.1	100.0	3111
Social studies..... 59.8	8.5	9.2	7.8	2.3	1.6	0.3	10.5	100.0	6816
Speech..... 61.5	8.6	8.3	4.9	6.0	1.0	1.0	8.7	100.0	1054
Other..... 68.9	8.1	9.4	4.4	5.9	1.1	0.2	22.0	100.0	1256
<b>High school total b/</b>									
Men..... 66.1	9.7	7.9	11.1	0.0	1.1	0.6	9.5	100.0	23678
Women..... 66.7	8.9	10.2	8.4	2.7	0.4	0.4	9.6	100.0	20322
Both..... 63.2	9.3	6.2	6.9	3.9	1.4	0.5	9.5	100.0	43990
<b>Elementary total</b>									
Men..... 76.2	4.3	4.1	5.7	0.0	1.4	0.5	9.8	100.0	4250
Women..... 84.2	4.7	4.4	a/	5.4	1.4	0.5	7.7	100.0	28228
Both..... 80.0	4.4	4.7	0.0	4.7	1.4	0.5	8.0	100.0	32478
<b>GRAND TOTAL</b>	<b>70.7</b>	<b>6.2</b>	<b>4.3</b>	<b>3.8</b>	<b>4.2</b>	<b>1.4</b>	<b>8.5</b>	<b>100.0</b>	<b>76,538</b>

a/ Less than one-tenth of one percent. b/ This total is greater than the sum of the above specific teaching field reports because the Calif. total, included here, could not be broken down by fields.

Table 3.

4. Within each high school district there must be an organized effort to identify and then to encourage the interests of young people who have aptitude for teaching.

#### Prospects for September, 1957

Right now superintendents and school boards are interested in building their teaching staffs for the 1957-58 year. Field representatives of some districts are already combing the college senior classes. The competition for good prospective teachers will not only be more severe; it will be distributed irregularly among the teaching fields. These and other facts are shown clearly in the Tenth Annual National Teacher Supply and Demand Report.<sup>2</sup>

Table 1 presents a broad overview of the current situation. It includes reports from every institution in which a student may earn the credits required for the teaching certificate in the state in which the college is located. These figures, therefore, may be considered to show the total new "supply" which will flow from the colleges before next Sep-

<sup>2</sup>This report brings together much specific information from each state. It is published annually in the March issue of the *Journal of Teacher Education*. This year provision has been made for the wide distribution of reprints of the summary to school superintendents. One copy is available to each superintendent through the office of the certification officer in his own state department of education. These certification officers contribute in a major fashion to the annual national study. Many of them also issue more detailed reports of conditions within their respective states.

tember. These figures do not, however, indicate in any way the number of college graduates of former years (either qualified or unqualified for teaching) who may come from the general population. At this moment there is no way of counting the graduates prior to 1957 who will enter or return to teaching next September. The fact that they are not now so engaged would seem to indicate that they will not become active candidates during the next few months unless (1) their personal circumstances change or (2) the salary inducements become more attractive.

The number of 1957 graduates prepared to enter elementary school teaching—42,796—will be 4.9 per cent greater than their counterparts in 1956. This number, even if all of them should become active candidates, will fall far short of the number needed to replace those who quit for all reasons, to serve some 800,000 additional enrollees in the first six grades, to relieve the present unjustified overcrowding of many classrooms, and to replace those at the very bottom of the scale of preparation. Thus it is obvious that the campaign must be stepped up to attract former teachers and others who are at varying levels of readiness to enter the elementary school classroom. The shortage at the elementary school level threatens to be more acute in 1957 than it was in 1956.

A somewhat different situation exists at the high school level. Here the new forthcoming supply—64,656—is 13.9 per cent greater than a year ago. This total will probably be equal to or slightly exceed the number of new high school teachers who will actually be employed next September. The nature of the shortage comes to light through these two facts: 1. Only about two-thirds of the 1957 class of 64,656 can be expected to become active candidates for teaching positions; 2. these new graduates are not distributed among the teaching fields according to their needs.

This latter fact points up the critical need for better—much better—counseling and advisement, particularly in the latter years of high school and the early years of college attendance, when most of these vital decisions are made. Youthful, inexperienced students should not be expected to know the probable number or nature of the high school teaching positions likely to be open to them; neither are they aware of the number of prospective competitors for each future vacancy. Probably most high school principals and high school advisors, as well as most college counselors, have not equipped themselves with these facts. This weakness can hardly be overestimated in its impact upon the teacher supply-demand situation. If much wastage of human effort and many future frustrations are to be avoided, the counseling of young students must rest upon a broader base of up-to-date facts.

Table 2 shows the particulars of the dramatic five-year downtrend in total college graduates following 1950, the bottom reached in 1955, and the extent of the more recent uptrend. This table also shows (1) the more abrupt downtrend in the number of college graduates choosing to prepare to teach certain high school subjects and (2) the unprecedented upsurge of interest in preparing for elementary school teaching during the years since 1950.

Table 2 further points up the maldistribution of prospective high school teachers among the various teaching fields and the fluctuations in this distribution since 1950. Column 2 shows that 86,890 members of the class of 1950 prepared for high school teaching. In 1957 this number will be down 25.6 per cent (column 9), but the number prepared to teach some subjects will be off nearly 50 per cent while the number in other fields will be equal to or greater than the 1950 figures. But it will be quickly noted that this shift tends further to distort, rather than to equalize the supply in terms of the demand. It is even reasonable to conclude from the evidence contained in Table

(Concluded on page 107)



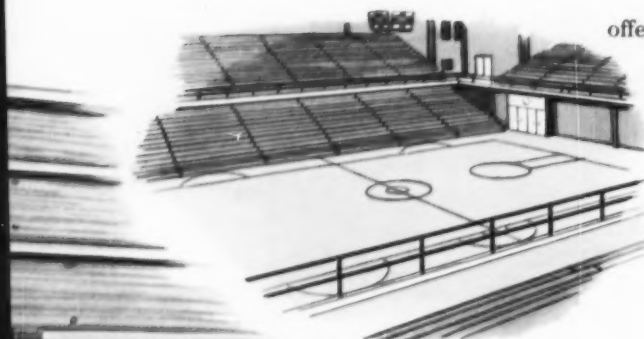
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*products for the school and  
gymnasium...folding seating,  
basketball backstops, partitions,  
stages, wardrobes and closet  
walls...offer a performance of  
unsurpassed perfection.*



# Brunswick

## FOLDING GYMNASIUM SEATING



offers greater seating capacity . . . far more valuable space; helps your physical education facilities pay for themselves.

Gymnasium floor space for daily student activities—dramatic, social or athletic—is a precious quantity.

Today every possible inch must be made free for student use . . . but at the same time, the *dollar earning capacity* of your physical education plant is vitally important. Brunswick seating units offer increased seating facilities thus enabling schools to realize higher revenues from inter-school programs.

Custom-designed to fit any seating demand from 80 to 8000 capacity. When not in use, the Brunswick seating unit easily folds back against the wall, leaving the gymnasium free for regular school-day functions.

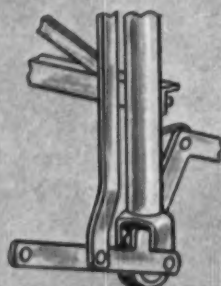


Three types of seatboards to choose from; rail-type for maximum ventilation; laminated solid with flush surface; and laminated solid with grooved surface.



### SAFETY SLOPING FRONT

Brunswick Seating forms a solid, inclined front with no protruding edges or parts to cause injury to vital parts of the body in the event of a fall.



### POSITIVE ROW LOCKING

Brunswick Seating exclusive feature—synchronized locking principle that automatically locks each row of seating in the open position as seating is pulled out from the wall.



### POWER OPERATION

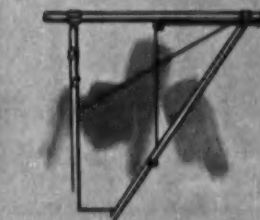




# *Brunswick* FOLDING BASKETBALL BACKSTOPS

demonstrate Brunswick's leadership in the school and gymnasium equipment field for these units are the finest, the most modern concept in basketball equipment.

Here's a completely new approach to folding basketball backstops that is ideal for use in front of stages, over balconies or in any gymnasium where an inconspicuous method of folding is desired. This remarkable innovation in basketball equipment is available in many styles or types to fit your specific requirements.



## MAXIMUM RIGIDITY

Is assured by placing stabilizer cable between front drop pipes and the upper frame . . . takes out all the free movement when in playing position.



## MINIMUM FOLDED SPACE

Unit folds when the winch is operated and folds straight up instead of back or forward which would require more space.



## NO CABLES IN PLAYING AREA

All cables are located inside the folding structure thus eliminating unsightly pull ropes needed in the forward folding types.



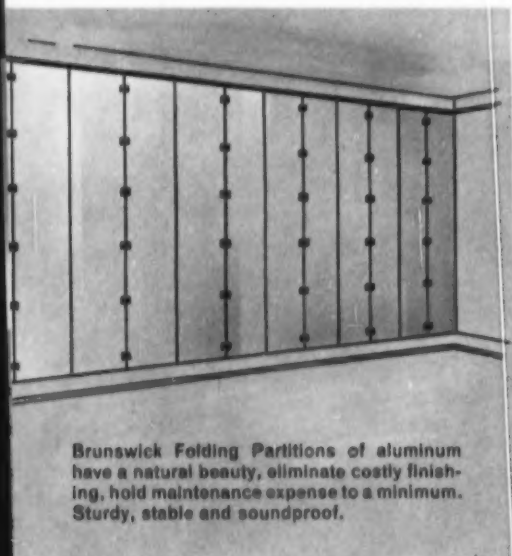
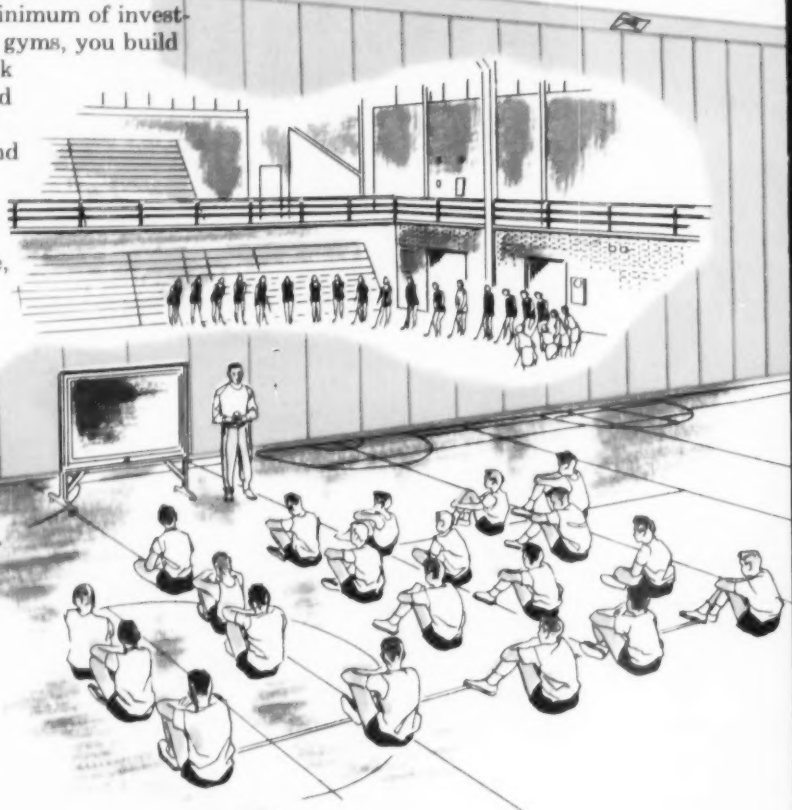
## BRUNSWICK SAFETY WINCH

A new development in basketball hoisting equipment that has been designed for safety as well as appearance. Fully enclosed and self-locking at any position. Operated with removable extension handle, making it impossible for unauthorized persons to tamper with unit.

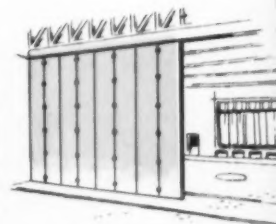
# Brunswick FOLDING PARTITIONS

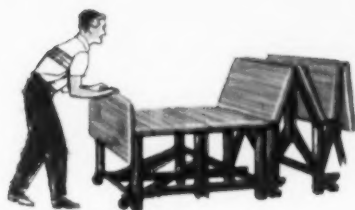
Enable you to receive maximum use from your gymnasium space at a minimum of investment. Instead of building separate gyms, you build only one, equipping it with Brunswick Folding Partitions. Close the partition and you have two separate gyms for boys' and girls' classes . . . open the partition and you have a large exhibition gym—three gyms from the space of one!

Brunswick Folding Partitions enable you to get more use from classroom space, too. They can be used in school cafeterias, library, multi-purpose rooms—wherever you want to divide activities. Whether you specify automatic electric, mechanical or manual operation, every Brunswick Folding Partition is custom-engineered to your specifications. Sound-retarding wall units available with either wood or aluminum doors.



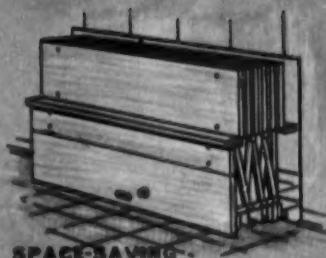
Brunswick Folding Partitions of aluminum have a natural beauty, eliminate costly finishing, hold maintenance expense to a minimum. Sturdy, stable and soundproof.





#### EASILY SET-UP

Simply roll in a Brunswick Folding Stage unit, unfold it, secure it in position by operating the rubber-footed floor stops and it's ready for use.



#### SPACE-SAVING

Simply fold the Brunswick Folding Stage unit when through using and see how the unit folds into a space-saving, compact bundle for safety.



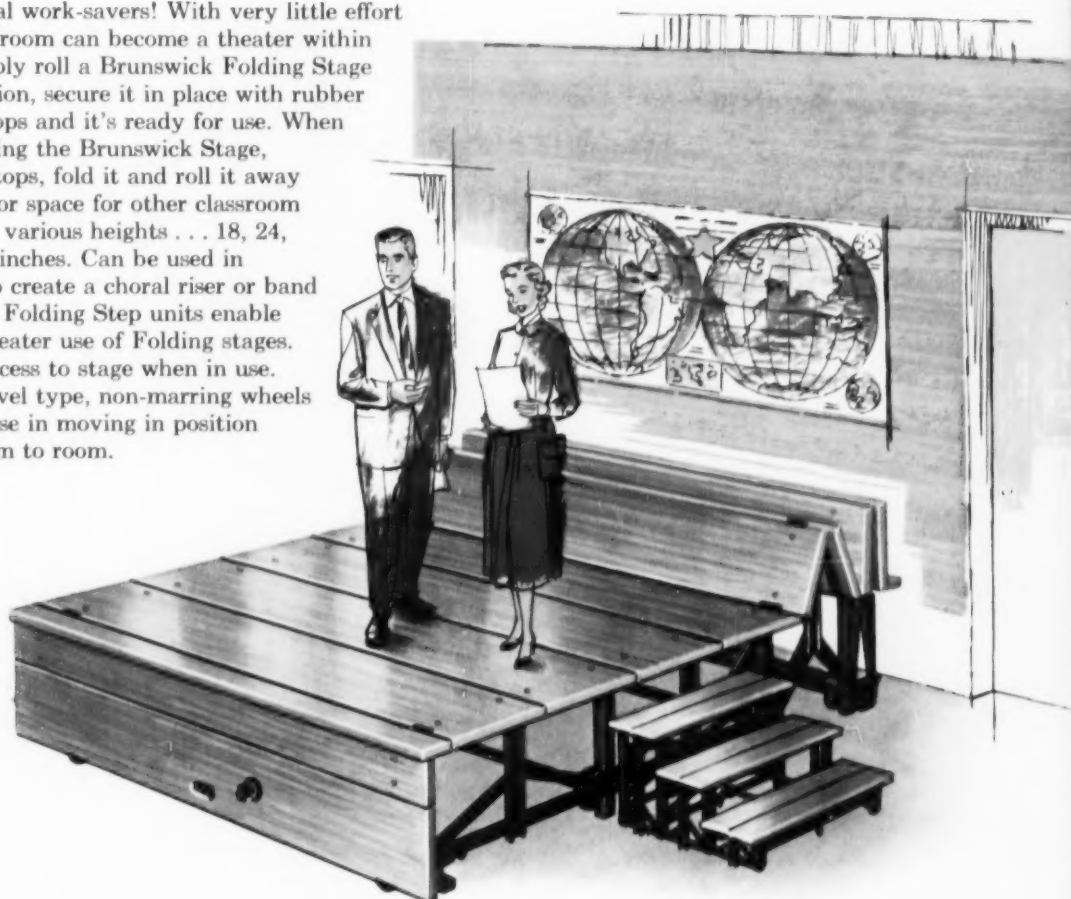
#### EASY TO MOVE

Swivel-mounted, non-marring wheels enable the Brunswick Folding Stage to be easily rolled into positions or moved from room to room, either in open or closed position.

## *Brunswick* FOLDING STAGES... FOLDING STEPS

Are real work-savers! With very little effort any room can become a theater within minutes. You simply roll a Brunswick Folding Stage unit into position, secure it in place with rubber footed floor stops and it's ready for use. When you're finished using the Brunswick Stage, release the floor stops, fold it and roll it away . . . freeing the floor space for other classroom uses. Available in various heights . . . 18, 24, 30, 36, 42 and 48 inches. Can be used in staged heights to create a choral riser or band stand. Brunswick Folding Step units enable you to make greater use of Folding stages.

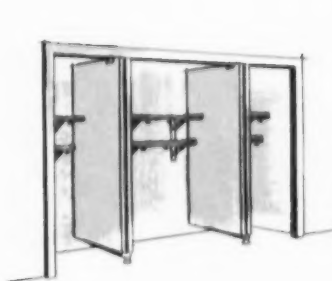
Offer easier access to stage when in use. Mounted on swivel type, non-marring wheels for ease in moving in position or from room to room.



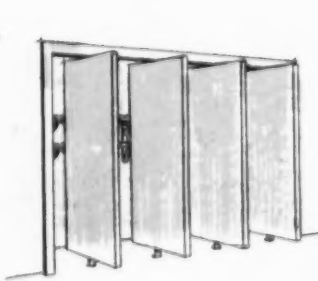
# *Brunswick* FOLDING WARDROBES

Are designed to meet the trend toward functional classroom planning. Open the doors and you have generous wardrobe and storage space . . . close them and you have a chalkboard or bulletin board. Quiet effortless operation. Operating hardware has new, advanced design. Doors keep in perfect alignment because they're adjustable in all directions; may be latched open or closed to prevent unauthorized movement.

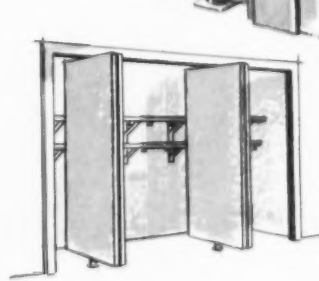
Brunswick Folding Wardrobes are available in three types of multiple operation . . . pivoting, receding and folding. Most complete line of classroom wardrobes available. Each unit designed and constructed to your requirements.



RECEDING TYPE



PIVOT TYPE



FOLDING TYPE





**CLOSET WALLS...**

**CLOSET FRONTS...**

**SLIDING DOORS**



Offer a practical, effective and economical solution to one of the major problems of student housing . . . ample storage facilities at a minimum of expenditure. Every Brunswick-Mengel Closet Wall installation will save approximately six depth inches of premium floor space. Floor space is extremely costly and valuable. Save hundreds of square feet with Brunswick-Mengel Closet Walls. Brunswick-Mengel Closet-Walls, Closet Fronts and Sliding Doors are designed to meet your specific requirements . . . and are available in custom-built or standard models.

**CLOSET FRONT**



**SLIDING DOOR**



**CLOSET WALL ARRANGEMENTS**



***Brunswick school and gymnasium  
equipment products designed to keep  
pace with modern educational demands***

Today our nation's schools are on the threshold of a bold, imaginative era in education where the requirements for facilities and equipment are most demanding. Flexibility . . . versatility . . . mobility . . . are the prime considerations of school administrators and educators when selecting equipment. Brunswick meets these requirements in every respect for their Folding Gymnasium Seating, Folding Basketball Backstops, Folding Partitions, Folding Stages and Steps, Folding Wardrobes, Closet Walls, Closet Fronts and Sliding Doors have been designed and engineered for the schools of tomorrow . . . today! Brunswick offers school and gymnasium equipment that operate and perform efficiently and economically. Brunswick continues to set the pace in school equipment field.



***Brunswick***

**THE BRUNSWICK-BALKE-COLLENDER COMPANY  
HORN DIVISION  
MARION, VIRGINIA**

Of the four variations  
in gifted child  
programs, which is  
superior? To find  
the answer, Evanston  
launched —



Helping with the planning and implementation of Evanston's gifted child enterprise is the working committee of school personnel shown above; the committee draws from board, administrative, technical, and teaching ranks.

## *The Superior Child Enterprise*

**VERA V. MILLER**

Director of Research, District 65, Evanston, Ill., Schools

Acceleration\* and early school admission, segregation, or homogeneous grouping, enrichment through partial segregation, and enrichment within the regular classroom—these programs have all been considered as appropriate educational adaptations for mentally advanced children. These are the most common means of providing for the exceptional child at the upper end of the intelligence scale. There are opponents and proponents of all these plans. Generally speaking, each school is sold on its own particular plan and has evidence to show that it has brought results; at present, however, there is no objective evidence that one plan is better than another or that the individual child might not have done equally well under some other form of educational plan. The evidence to date is inconclusive.

For a number of years, the administrators and supervisors of the Evanston elementary schools have done considerable thinking about provisions for the superior child in the public schools. At junior high school level (seventh and

eighth grades), a plan which provides a choice of over 40 electives allows for enrichment. This plan covers a wide range of interests: music, art, drama, foreign language, handicraft, home economics, manual arts. Specific representative examples are: glee club, book-binding, art metal work, creative dance, electricity, hostess planning, journalism, typing, French, German, and meteorology. Thus pupils may pursue a particular interest or develop a talent during school hours. At this level also pupils are grouped according to achievement in mathematics, so that work is suited to ability.

No such program is available presently at the primary and elementary levels. However, enrichment is provided through art, music, manual arts, and dramatics. The Children's Theatre originated in Evanston and has a well-established place in our schools. The library staff also is helpful in providing materials to suit the individual. The Curriculum Guide, which has been developed during the past few years under the guidance of the curriculum coordinator, lists many enrichment suggestions and techniques for each grade level. These have been worked out with the co-operation of teacher groups.

### **Current Exceptional Programs**

The supervisors have discussed the program in terms of what needs are being met at the present time and what more could be done to meet the needs of the superior child. A study was made of what had been done in other localities, and discussions were held in an effort to determine which plan might be best adapted to meet the needs of our own community.

School systems which have programs for superior children have generally adopted a single type of program—i.e., homogeneous enrichment within the class, partial segregation, or acceleration. In some programs, the talented child is included as well as the intellectually gifted. In some programs, only the top 1 or 2 per cent in the population is included. In most instances, the evaluation of the success of the program compares the children receiving a specific type of enrichment with a control group which did not receive it, but in no case have the different plans been tried out on groups of equal ability compared with each other.

It was proposed that the Evanston plan should embrace all the well-known types of organization using groups of equal ability, and, under scientifically

\* Special appreciation is expressed to Miss Georgia Pappas, psychologist, who administered all the WISC tests and who did the statistical work on the sociograms and the teacher rating scales reported in this article.



controlled, objective conditions, should study these various programs over a period of years in order to determine whether one type of enrichment had advantages over any other.

It was decided that initially the intellectually gifted children would be studied, and, as the plan developed and matured in the system, the base might be broadened to include the talented children as well.

Evanston, is peculiarly well adapted for such an enterprise since it is a fairly large school system (grades ranging from 700 to 900 children each) and the general economic level is high. The average intelligence quotient (IQ) is around 108 (Kuhlmann-Anderson Group Intelligence Test) and there is a relatively high ratio of children having superior intelligence. Group achievement tests are administered each year to each grade group and group intelligence tests are given every other year. Therefore, complete records of objective tests of intelligence and achievement are available to be used in the selection and study of the children. The grade setup is flexible and the teachers and supervisors are co-operative in any special endeavor.

#### **Proposed Plan**

Our purpose is to try an experiment with groups of equal ability, grade, and chronological age, to test out several different plans of enrichment or grouping to determine if one plan is more productive than another in developing the gifts and talents these children possess. The means of grouping to be tested are: (1) homogeneous, (2) heterogeneous with partial segregation, (3) heterogeneous with enrichment provided in the regular classroom, and (4) as a test of practices now in operation in our schools, there will be an unsegregated control group which will receive the regular class instruction. Children who have been accelerated and/or admitted early in kindergarten will be compared with children of equal ability and chronological age who were not accelerated.

Two committees were organized. One consists of educators, with no connection with the community consolidated schools of Evanston, who serve in an advisory capacity. We are fortunate to have as members of this committee: Dr. E. L. Clark, Department of Psychology, Northwestern University; Dr. Frank S. Endicott, Director of Placement, Department of Education, Northwestern University; Dr. James J. Gallagher, Institute for Research on Exceptional Children, University of Illinois; Ray Graham, Assistant Superintendent, Director of Special Services, Education of Exceptional Children,

State of Illinois; Dr. Robert J. Havighurst, Committee on Human Development, University of Chicago; and Dr. Paul Witty, Department of Education, Northwestern University.

#### **School Personnel Committee**

There is also a working committee in the school system, consisting of the superintendent of schools, a school board member, a PTA representative, the curriculum co-ordinator, a principal, a fourth-grade teacher, a nurse, a librarian, a member of the fine arts staff, a representative from the Department of Special Services, a psychologist, a high school representative, and the Director of research. This group helps with the planning and implementation of the enterprise.

The study is being restricted to a single grade level, the fourth grade, for the present. This grade was chosen because this is the point where elementary school begins (as opposed to primary). It is at this level that the curriculum begins to broaden out to include many interests, and where, generally speaking, the tools of learning have been acquired. This grade has the additional advantage of giving a period of five years for follow-up study, before these children enter high school.

Intellectually speaking, the study is not being restricted to the upper 2 or 3 per cent of the population as many studies are, but will extend downward to include those who are in the top 20 per cent in intelligence in the Evanston schools, and who are, therefore, only moderately gifted in some cases.

For the present, this study will emphasize the intellectually superior child, considering creative gifts secondarily. It may be that the study will be extended, that other classes will be included later or that the talents will become a more significant part of the plan at a later date.

#### **Selection of Children**

In September, 1955, the results of group intelligence and achievement tests of 869 third-grade children were used in the first screening of candidates to be included in the study. The original list included all children who were in the top quartile of the grade in any two tests. The Metropolitan Reading Readiness Test had been given to this group in kindergarten in May, 1952. The Stone-Webster Reading Test was given in first grade in May, 1953. The Kuhlmann-Anderson Mental Test had been given in November, 1953. The Kansas Reading Test was given in May, 1954, at the end of second grade. The Gray-Votaw-Rogers Achievement Test was given in March, 1955, in third

grade but was not used in the original screening, since it came too late in the year. This gave a list of 397 names of third-grade children high in any two of the tests. The third-grade teachers were also asked to select other children in their classes whom they considered to be superior in intelligence and likely candidates for the study. They named 102 children, bringing the total to 499.

The Wechsler Intelligence Scale for Children (WISC) was given by the psychologist to 100 children on the list, after which an appraisal of the selectivity of the group tests was made. It was found that the two reading tests, used alone, were not very discriminative in selecting children who score high in intelligence on the Wechsler. It was therefore stipulated that only children who were high in the Metropolitan Reading Readiness Test or the Kuhlmann-Anderson Mental Test, as well as in reading, would be included. This cut the original list to 259, including the 102 children named by the teachers, who were all given the individual test of intelligence.

The children who are a part of the experiment have been selected on the basis of total IQ on the Wechsler Intelligence Scale for Children. Those qualifying on only verbal or performance IQ were not included as subjects. Children having special problems in any area requiring therapy are not being excluded but will have access to special facilities in the schools as they would have in a regular grade setup. In the group there are some who were admitted young to kindergarten or have been double-promoted and are, therefore, young for their grade placement.

Out of a total population of 869 children in third grade, 334 were tested individually. One hundred and sixty-six earned IQ's of 120 or over on the WISC and were selected as subjects for the study. Twenty-five of these children had previously been given the Stanford-Binet, Form L. All but four had higher scores on the Binet, varying from 1 to 21 points difference. Fifty-one per cent of those selected by test results qualified (IQ 120 or over on the WISC), while 37 per cent of the candidates named by teachers had IQ's of this level. Of the children named by teachers, 18 were new in our schools and therefore did not have a test file; four had been on the original test list but had been removed by the stipulation that reading scores alone should not be accepted. Fourteen of those named by teachers (approximately 7 per cent of the total group) were not high enough in group test results to be included and would therefore have been overlooked had standardized tests alone been used in the selection.



**TABLE 1. Distribution of I.Q.'s and Medians of Various Experimental Groups in Fourth Grade, Evanston, Illinois, September, 1956**

IQ	Controls			Segregated			Partial Segreg.			Enrichment		
	No.	%		No.	%		No.	%		No.	%	
135-141	2	4	19	5	10	26	3	10	20	1	5	25
130-134	10	15		8	16		3	10		4	20	
125-129	23	34	81	14	29	74	15	50	80	8	40	75
120-124	32	47		22	45		9	30		7	35	
Total	67	100		49	100		30	100		20	100	
Median IQ (WISC)	124			125			126			127		
												166

### Student Placement

The two schools having the largest number of children qualifying for the program were selected to operate the segregated groups. This avoids the problem of school transfer and transportation and also the additional variable created by having to make new friends if the child must change schools. The number of children in each group is approximately 25, which is the average grade enrollment in Evanston at the present time. Two teachers of our own staff were selected to teach them.

The partially segregated groups consist of ten children in each of three schools. The schools were chosen because of numbers and because they are conveniently located transportation-wise, since it will be necessary for the teacher to travel from one school to another. These children are in the regular classroom most of the time but meet with the special teacher, who was hired for the purpose, from four to six and one-half hours per week. Each group has one and one-half hours with the special teacher two days in a row and then skips a day.

The itinerant teacher works closely with the home-room teacher in a co-ordinating plan so that these children bring back to their classes material in which the whole group is interested, but which is supplementary to the regular classwork. The work of more advanced grades is not presented so that a child who changes schools will not have difficulty in fitting into the traditional grade setup elsewhere. Since these children are able to complete the regular class assignments in less time than the average, they are expected to do the supplementary work in addition to the regular grade work. The motivation provided by the enrichment program should help in developing good work habits. The teacher works closely with special teachers, i.e., dramatics, art, music, etc. She makes use of individual and group interests and is concerned with developing self-reliance, leadership, and good group relationships.

There are two schools in which the home-room teacher, aided by supervisors

and special teachers, devotes special effort in planning for *enrichment* to meet the needs of the superior children in the grade. These children are identified to the teacher but are in heterogeneous groups. Educational experiences are provided at their level, challenging their interests and capacity. Motivation and opportunity to develop are needed as well as ability. The bright child in a heterogeneous group may perform below capacity in order to conform to group mores and to try not to be "different." The Median IQ's of the different groups The attitude toward superiority and educational achievement in the home, the school, and among peers strongly affects motivation. The gifted are capable of much independent achievement if properly guided. Library techniques are taught so that they can do much work independently. An attempt is being made to extend and guide their reading interests. Opportunity is given to exercise initiative and originality. Approximately 25 children are included in this part of the program.

The remaining 67 children (approximately), who serve as controls, are in regular classrooms and receive the regular class instruction. They are scattered in seven schools, which should equalize any differential in teacher qualifications and which, therefore, should be typical of what happens in a heterogeneous group situation in the Evanston Schools. Some of the controls are in the same schools where the segregated and partially segregated classes are located.

Children who have been *accepted young in kindergarten* on the basis of test information and children who have been *accelerated* are being studied separately. They also are scattered in regular grade groups in different schools in the district, wherever they happen to be. They are being compared with children of the same MA in the fourth grade, and also with children of the same CA and IQ in the third grade, in social and emotional development as well as in academic achievement.

The tentative setup for the experimental grouping is shown in Table 1. It will be seen that the control group

and the segregated group have a slightly larger percentage in the 120-124 IQ bracket than any other group. However, when the 120-129 grouping is used, the difference is partially equalized. It appears that the segregated and enrichment groups have a slight edge on the other groups in the 130-141 bracket. These figures are only tentative because there will be changes in the fall enrollment figures. Some children will not return and there will be others who will qualify, who enroll for the first time in the fall, who will be added to the control group. In selecting the schools for enrichment and partial segregation, an effort was made to cover various areas in the city geographically as well as to keep the level of intelligence in groups as even as possible. The number of boys is 92 and girls 79.

### Student and Teacher Social Scales

Sociometric rating scales were given by the third-grade teachers to all pupils last year in order to determine peer acceptance or rejection before the actual operation of the project. Chi square techniques were used in an attempt to determine if there was any difference in ratings of the superior and the generality of the class. No differences of statistical significance at the five-per cent level of confidence were found in any of the eleven choices on the sociometric scale which was used. However, the evidence favored the superior child over expectancy in selection for science experiment partners and as class president or representative. In a neutral sense, it seems to disprove the belief that children of superior intelligence may have personality traits which cause them to be rejected. The children apparently did not base their likes or dislikes on the intellectual level.

A rating scale for the teachers to fill out was adapted by the research staff from the one used in the Quincy, Ill. project to suit our needs. It was then presented to the third-grade teachers for any revisions they might suggest. The final form appears at the end of the article. Numerical values 0, 1, 2, 3, were assigned to the various ratings made by the teachers, according to checked positions on the scale. Since the teachers were not asked to rate all children in the group, there is no control in the form of the average pupil for comparison. However, when the children are rerated this year, each child may be compared with his own previous ratings. The ratings made by teachers are being analyzed at the present time. It is interesting to note that the ratings skew strongly to the favorable end of the scale for all traits. Teachers rate these

superior children particularly high on work habits.

Report cards will be studied to give us a sample of teachers' ratings in the past. Sociometric ratings and teacher ratings will be obtained again in the fourth grade. Parent ratings will also be requested so that the child will be appraised by his peers, his teachers, his parents, and by himself. Self-ratings will be obtained subjectively through use of the House-Tree-Person-Test and the Affectivity Interview devised by Elizabeth Fuller. These will be given individually to all candidates in the fall. A group Test of Personality will also be given to all fourth-grade pupils.

In all classes an effort will be made to utilize and adapt the best techniques developed by other school systems to give these children opportunities to develop knowledge, attitudes, originality,

initiative, skills, leadership qualities, and a real understanding of contemporary problems in a democracy.

Meetings, in which the enterprise will be fully explained, will be held at the opening of school with all fourth-grade teachers. Meetings will also be held with parents of all fourth-grade pupils in the schools where special groupings are planned in an effort to enlist their understanding and co-operation.

Meetings are held with our advisory group of educators from time to time to keep them informed of the progress of the enterprise and to gain from their advice and experience in making plans as the study progresses.

#### Reappraisal

At the end of the school year, 1956-57, the study will be reappraised. It is possible that we shall want to start

another group of fourth graders after the study gets under way, or to start another group at a lower level, or that more emphasis will be put upon special talents, but for the present, the major interest is placed on the children of high intelligence and upon an attempt to discover if one way of enrichment has advantages over any other in developing their personalities and in encouraging creativity and leadership qualities. Interest is centered as much on personality growth as on academic skills. It is the hope of the committee that calling attention to the needs of individuals will improve instruction for all children, that in the groups from which the segregated classes come, new leaders will develop, and that the children segregated will learn to use their potentials to the fullest and will profit from association with other bright youngsters.

### RATING SCALES USED IN THE EVANSTON PROGRAM

NAME .....	NAME .....	DATE .....
SCHOOL.....	TEACHER.....	
GRADE.....	DATE .....	
<i>Names of pupils</i>		
1. Someone who is my best friend .....	1. PHYSICAL ENERGY	
2. Someone I like second best .....	Has abundant energy                      Average                      Anergic — Lacks energy	
3. Someone I would like as my best friend .....	2. PHYSICAL CO-ORDINATION	
4. If you were choosing sides for Dodge Ball in gym, whom would you choose first? .....	Excellent                      Average                      Poor	
5. Someone who is bossy, always wants his or her own way. ....	3. SOCIAL ACCEPTANCE	
6. Someone who is a good sport, willing to play or work with the rest even if he or she cannot have own way. ....	Well accepted by group    Accepted by group but not most popular    Not generally accepted	
7. If mother said I could invite someone for dinner, I would like to ask .....	4. CONTRIBUTION	
8. Which boy or girl would be a good Jr. Red Cross representative, class president, or council member? .....	Contributes often on many subjects    Contributes on some subjects    Rarely contributes	
9. The boy or girl I would like to work with on a science experiment .....	5. LEADERSHIP	
10. Who is the most popular boy in the room? .....	Makes plans and gets group co-operation    Can lead on occasion    Follower	
11. Who is the most popular girl in the room? .....	6. ACADEMIC PERFORMANCE	
	Efficient worker    Does daily work but not outstanding    Does barely passing work	
	7. ATTITUDE IN SCHOOL	
	Always alert and attentive    Usually attentive    Inattentive	
	8. PERSISTENCE	
	Very persistent    Fairly persistent    Gives up easily	
	9. CREATIVITY	
	Very creative    Creativity not strong point    Not creative	
	10. DEPORTMENT	
	Excellent    Average    Poor	
	11. EMOTIONAL STABILITY	
	Calm and self controlled    Normal    Poor self control	
	12. NERVOUS MANNERISMS	
	None    Few    Tense. Displays nervous mannerisms (Specify)	
	Relaxed most of time	

Complementing the gifted child testing program at Evanston are the sociometric rating scale (left) in which students rate their classmates, and the teacher rating scale (right). Parent and self-ratings will also be obtained so that the child will be appraised thoroughly.

**THE SUPERINTENDENT AND NEW ASSIGNMENTS** Some very practical advice for the administrator looking for and moving to a new situation is contained in the following two articles: Paul L. Kirk's hints on human and professional problems met by transient superintendents (with clues for boards who wish to make the change easier for their new chief executives); and R. L. McConnell's "open letter" on how to apply for an administrative job.

## *So, You Are Moving to a New Job*

**PAUL L. KIRK**

Principal, Portland, Ore., Evening Schools

One of the neglected areas of information in human and professional relations for school administrators is that of making successful adjustments on a new job. We know that people do make a number of changes of positions in the course of a professional career. Some writers have speculated that school superintendents have a national average of one change of position every three years. We also know that in education, as in business and industry, it is often necessary to change positions to be of greater service or to secure advancement.

Some of the problems met in such changes occur so frequently they become almost standard, and it would seem the experience of others would be most helpful to anyone who is moving to a new position in another community. Obviously, the problems would be so many and varied that only a few can be reviewed here. Also they may be met in many different ways, depending upon the size of the community and the personality of the individual involved. With these qualifications it might be of interest to examine some of the "standard" problems of adjustment that superintendents face in new positions and offer as nearly as possible some "standard" suggestions for meeting them. These suggestions are not the writer's alone, but the result of observing, experiencing, and discussing the problems of changing positions with many school administrators.

### **To Buy a Home or Rent?**

Where to live? That is the first prob-

lem faced, sometimes frantically, by the superintendent, especially if he has to report to the new job in a very short time. Also it has been a costly problem to many people. Some favor buying a home immediately for personal comfort and economic gain. This might also impress the community favorably with the idea that the new school official plans to become a permanent resident; that he is not at all doubtful about his ability to be successful in his new position.

However, if the local conditions are not as he expected, or he receives a better job offer in a year or so, he may have the problem of selling his home from the distance of a new location while purchasing another house. I have known of superintendents involved in three house deals in three different cities at once, a chain reaction of moving and buying. So renting, if possible, has its merits. Especially, until the job has had a trial and one has an opportunity to know the community.

### **What to Join?**

Social and community groups are numerous everywhere, and nearly all would be proud to add the name of the superintendent of schools to their roster. Certainly, discretion on his part is the best advice. A school administrator is normally a status leader in the town, or city, in which he lives. Selection of organizations that are service groups composed of the leaders of the city are preferable, and almost mandatory. Since he cannot join everything he must choose groups where he can make his

leadership felt in as many areas as possible. Perhaps the members of his board of education may feel that membership in certain organizations would be helpful to public relations of the school and their advice should be considered.

### **How to Meet People and Remember Names**

Some administrators make a conscious effort to remember names of their associates in a new situation, even to the extent of carrying a school personnel directory at all times and of attempting to memorize them. No doubt some special effort is necessary, but probably the best and least painful method seems to be the association of names and faces with things and places. This with a liberal allowance of time and repetition usually does the trick. In the course of events of starting a new job one almost automatically learns the names of the first people he meets, such as school board members, secretaries, associates in the administration building, and principals and supervisors, in that order. He may be some time learning the names of very many teachers, other than the organization officers, and in a city of any size the teachers won't expect it anyway.

He will learn the names of many community people through association of names and positions, such as the secretary of the local Chamber of Commerce, the service club presidents, etc. Probably it is better to take time and absorb names gradually than to attempt anything rash in the way of a memory feat. On one occasion a new school



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and those who like the challenge of new places and problems.

... Perhaps it is good that there are those who are willing to venture a move in order that some other place may have the benefit of their fresh vision and optimism. . . .

superintendent proceeded to call the roll of all the principals from memory at the second meeting of the group. This delighted nearly everyone present, but six months later after he became involved in the problems of the school district he was unable to identify as many as three or four of them without some prompting from a member of the group. So retention of names takes time. It is consoling to remember that we do not always have to address people by name when we speak to them during early acquaintance.

#### **Professional Relations With People**

The new superintendent will usually find a group of people on the job who are to be his assistants and co-workers. They are usually people of long experience in the district and have valuable knowledge of the school policies, procedures, community, and the school plant. They will be his immediate staff, and he will need their loyalty and help to succeed in his position. Some of them may very well be people who were unsuccessful applicants for the position he holds. In fact, it is natural to expect that any job worth having will have many applicants from within the district and without.

To win the confidence and support of these people may not be easy and no general prescription will be attempted here. However, some general suggestion can be offered. First of all, they will know that he is the choice of the board of education for the job, and while they may be critical of his actions at first, he can only treat them impartially as he demonstrates his competence for the position. An objective policy of always doing what he thinks is best for the school system, without involving personalities, is the recommended method of conduct. Not many people hold a grudge long when they are treated fairly and decently.

#### **How to Change the School System**

The new superintendent will, of course, be constantly aware that he was employed by the board of education as

an educational leader and consequently is expected to maintain and improve the school system. In attempting to do this he will probably follow a policy of moderation toward change until he is well acquainted with the personnel and policies of the school system. He should resist requests to remove people from office, at least until he has had an opportunity to know something of their ability, or his ability to help them.

In fact, any administrator who accepts a position with the understanding that he will "fire" people has started upon a very shaky foundation indeed. He should make it clear that first he expects to help people improve. If that is impossible he may have to transfer or remove people. This is not to say that he may face constant frustration from some employees of the district who are concerned only with maintaining the status quo of their own positions and resist change whenever they are aware of it. This challenge must be met by the superintendent.

Changing and improving a school system takes time as it means changing people. It must involve a great many people; be well planned; done carefully and co-operatively if it is to be beneficial and permanent. Co-operative leadership of teachers, school board, and community will challenge any administrator, and he will be wise to secure as much help as possible from all concerned.

Perhaps it is unnecessary to warn that people are reluctant to accept ideas advanced by the superintendent if he refers to his former position and location too often. People like to feel that an idea is a "first" with them. Community pride causes them to resist proposals that were used in other places first, even though they may have been eminently successful.

#### **Speeches, Public and Otherwise**

The new superintendent is usually invited to make a number of public addresses to community clubs, service clubs, school groups, etc., when he first arrives. As a fresh personality and sta-

tus leader this is right and proper. Speaking offers the people an opportunity to see him and hear something of his philosophy and plans for the local schools. Naturally, the speeches must be well prepared. Repetition should be avoided as many people may hear him more than once. He should avoid giving too many speeches as people soon tire of him if appearances are frequent. Also the pressure of seeking new speech material may cause him to make rash statements about his future plans for the schools which may be regarded as impossible by his audience. If he does a good job with his first speaking engagements, he will be invited to speak again in the future and will have established an important avenue of communication with the people of the community.

In small towns the same concern should be observed over the number of dinners given in his honor to welcome him to the new position. He should discourage people who would overdo his welcome.

#### **To Move or Not to Move?**

The school profession needs both kinds of people, those who like to live in the same place all their lives, and those who like the challenge of new places and problems. Those who stay in one place are extremely valuable in their detailed knowledge of the school and community. They establish a stability and example of security which are extremely important. New administrators would have a "bad time" without their help. On the other hand, the school administrator who has not moved to a new position in a new community has missed some of the most stimulating experiences the profession affords. It is refreshing and wonderful to be able to forget the problems and mistakes of the old job. It is a fine feeling to enter a new situation, where the pages of the record book are all clean, and the future is bright with promise of achievement.

It so often affords opportunities to make new contributions of value to education which were impossible under previous circumstances. Business and industry recognize this and move their management people frequently.

Certainly those who have had long experience in one place are most important and valuable in their knowledge of their work. But they also run the risk of not being able "to see the forest for the trees" as they become so involved with the problems and history of one place. Perhaps it is good that there are those who are willing to venture a move in order that some other place may have the benefit of their fresh vision and optimism.



# How to Apply for an Administrative Job

R. L. McCONNELL

Superintendent of Schools  
Sreator, Ill.

## Dear Uncle Jim:

The story has just reached my desk that John Doe, Superintendent at X-ville has resigned to accept the superintendency at Y-ville. X-ville is a larger town and has a larger school system than A-ville where I am now superintendent. I think I would like to have the job as superintendent in X-ville. How should I plan to get the job? — Hastily, Joe.

## Dear Joe:

1. Telephone John Doe. Ask if the story is true. If the story is true, congratulate Mr. Doe on his advancement, and ask for an appointment with him to talk about the school system in X-ville. Here are some of the things that you should know about the X-ville system:
  - A. Size of district it is in and population (1950 and now)
  - B. Assessed valuation
  - C. Tax rate — total and breakdown
  - D. Bonds outstanding
  - E. Anticipation warrants outstanding at the end of last year
  - F. Building needs — now and in next 10 years
  - G. Number of students — each grade if possible
  - H. Average turn-over of teachers
  - I. What plan will be used to hire a new superintendent?
  - J. Material that you should ask for if it is in duplicated or printed form:
    - a) Monthly budgetary report
    - b) Revolving fund report
    - c) Board of education rules and regulations
    - d) Teacher's handbook
    - e) Latest age-grade study
    - f) Teacher's salary schedule
    - g) High school pupil's handbook
    - h) High school class schedule
  - K. Don't take too much of Mr. Doe's time. Be all business until you get as much of the material as you need and as is easily available, then visit if he wishes to visit.
  - L. Remember — John Doe is the most important man in X-ville as far as you are concerned. He can help you in many ways if he wants to. You must not ask for help but be sure to thank him for his time and for the material he has given you. Sell yourself.

2. Telephone the manager or executive secretary of the Chamber of Commerce at X-ville for an appointment.

A. Talk town, growth, and development, job opportunities, factory development, assessments, taxes, housing projects, house costs and rent, projects of the Chamber of Commerce, city government, school board, school, summer recreational program, parks, swimming pool, ball parks. Buy city map.

3. Go to the local newspaper office at X-ville and subscribe for the next three months.

4. You now have material enough about X-ville to make a decision. Study the duplicated material. Consider the whole picture. Talk it over with your wife. You make the decision. Now.

5. If you still want the job — you have things to do.

A. Call your college or university and have them send your credentials.

B. Write your letter of application. Don't duplicate the material in your credentials. You have more material about X-ville and its school system than most candidates will have. Make use of it. The object of this letter is to get you an invitation to come to X-ville for an interview before the board of education. Think of the interview when you are writing the letter. Probably three or five will be interviewed. You want to be one of them. Don't be modest but don't brag. Call attention to your strong points. Invite the board to visit your community and school's. Don't give names as references. Refer to the communities where you have worked as well as A-ville. Don't forget to mention your church affiliations, your club and fraternal connections, and your hobbies. Devote a long paragraph to your family with details about your wife's education and accomplishments. A small picture of your whole family is much better than a formal application picture.

6. Plan your interview with the board carefully. You will probably be asked to make a preliminary statement. This should be between 20 and 25 minutes long. It should begin with a brief review of your education and experience. It must contain your views on finance and budgetary pro-

cedures, discipline, curriculum with emphasis on revision and improvement procedures, extracurricular activities, in-service training of teachers, attendance, guidance, civic responsibilities of an administrator, and the citizenship training that should be provided for all students. While you are talking you must watch the members of the board carefully. Emphasize any topic that they are interested in and soft pedal any topic that doesn't seem to draw their attention. (It will be a help if you can learn the names of the board members, their business, their civic connections, and their hobbies before you prepare your presentation.) Watch the time; don't talk more than 25 minutes and stop as soon as you can if the board starts to lose interest. Ask for questions. Your answers must be clear, concise. Don't try to give the answer you think they want. Say what you believe to be true. Ask questions but be careful not to be technical. Select a topic that is important in X-ville and see what the board does with it. The board is interested in hiring a new superintendent but you are just as interested in who you are going to work for. You may not want the job. Don't talk salary. If the board asks you what you would take the job for: state what you are getting and tell them that you would expect a raise and your moving expenses. Explain that you should know what to expect in the future if you are hired and make good. Here is a chance to see how the board operates.

7. Thank the board for the interview. Compliment them on their method of selecting an administrator and say good-by. If you are selected, you have made a good presentation and are probably ready for the bigger job. If you are not selected — don't feel bad. You don't learn to swim by reading a book. Every young administrator should make two or three applications each year. It is a part of your education. Analyze each presentation and yourself. Correct your methods and improve yourself. A good salesman is more successful if he has a good product to sell. Be sure that you have the best product that you can develop with the material you have available and that you demonstrate the quality on the job you have.

Good luck, Uncle Jim

Informing the public by a door-to-door campaign:  
the PLUS factor in —

# A THOROUGH SELLING JOB

**DEWANE E. LAMKA**

Superintendent, Bethel, Wash., School District No. 403

The Bethel School District of Pierce County, Wash., is a geographic "monster." It sprawls over 80,000 acres of land and extends some 22 miles from border to border. Eight definite communities, one an incorporated town, comprise its population.

Economically, the district residents are primarily middle class. A large block are members of the armed forces or employed as civilian workers at nearby Ft. Lewis and McChord Field military installations. A second segment earn their livelihood in the mills and industrial plants of the city of Tacoma. The remainder are farmers, loggers, shopkeepers, etc.

Bethel District No. 403, consolidated in 1949, has experienced severe growing pains, so common in the Puget Sound area. In 1949 the school population was 1154; by the fall of 1956, the average daily attendance had reached 1903—a 64 per cent increase. From March of 1952 through October, 1955, there were 14 financial propositions submitted to the voters for approval. These ranged from a one-mill levy for operation to a 45-mill levy for the building fund. Of these levies only five were approved. As school finance measures in the state of Washington require a 60 per cent majority vote for validation, several of these issues failed only because of this heavy restrictive legislation.

The large population increase in the Bethel district presented a need for additional school facilities as soon as possible. The high school, built to house 380 students, was already caring for 487. By the

fall of 1958 it would have to provide for 625! All five of the district's elementary schools were bulging at the seams. Several were housing pupils in portable facilities, in attic rooms, and in rooms intended as library space. By 1958, there would be more children crowding these elementary schools.

These were the facts, then, which confronted the Bethel board of education as they began to plan for meeting the needs of the district for the 1957-59 period. The board also remembered that they had anxiously awaited the counting of absentee ballots the last time they requested a vote of the people. That victory was by a margin of one vote! Would the public be willing to vote the greatly increased financial aid needed *this* time? One fact was clear—a thorough selling job must be done.

## Three Issues

First and foremost among the decisions facing the board was a decision to abandon the 8-4 plan of operation and to proceed to change over to the 6-3-3 plan. For several months the board members "sounded out" PTA groups, lodge organizations, and various individuals with regard to their understanding and their attitude concerning a junior high school and its advantages. The state and county school offices provided information concerning the 6-3-3 plan, and this information was circulated by the high school journalism department to nearly all of the school

patrons. Finally, in July of 1956, the board officially announced its intent to ask for a bond issue and a tax levy for the purpose of constructing a junior high school for the Bethel district. The reasons were made public and were as follows:

1. A better educational opportunity for the children of the district.
2. An ideal administrative unit for aiding in the articulation from the elementary grades to the high school.
3. An effective guidance tool for the adolescent years.
4. An economical solution to the need for more space at both elementary and high school levels.

In order to finance construction the board announced it would ask that a bond issue of \$350,000 and a levy of \$135,000 (approximately 27 mills) be validated by the electorate at a date to be decided later. The remainder of the cost would be born by matching funds provided by state and federal sources.

The second major decision confronting the board was the timing of the election. Two choices were possible: to hold the election in October and advertise primarily among those interested in the schools, or to hold the election as a part of the national election on November 6 and attract practically the total electorate. It is to the credit of the board that they chose the latter date and decided to allow the choice to be a matter for all the people of the district to decide.

Finally, the board had to decide whether to add to the already heavy ballot a \$30,000 levy (approximately 6 mills) for maintenance and operation. Was it possible that this additional request might jeopardize the chances of the building propositions? On the other hand, could the district hold the teaching staff without it? The board, in August, decided that the levy must be a part of the ballot and the district patrons were notified. The problem of overcoming resistance to these financial askings was then presented to the district superintendent and to the publicity director only 90 days away from election day!

"Why have elections failed in the past?" was the first question posed, as an "attack" was planned. High school students asked parents; teachers asked friends; board members asked neighbors. Among the answers returned, most prominent was "We were not informed of the real need."



**BETHEL DISTRICT NO. 403 BOARD OF EDUCATION**

Members of the Bethel District No. 403 board of education, Spanaway, Wash., who directed a bond campaign against staggering odds include, from left to right: Emmitt Rich; Roy Nixon, chairman; John McDonald; and Emmitt Barker.

Solving this problem was going to be difficult, since the district had only the Tacoma newspapers and the radio stations serving the area, and the interests of these media were mainly in Tacoma school matters. The only possible effective way to disseminate the information and "sell the electorate" throughout the area was by a door-to-door campaign.

### The Door-to-Door Campaign

In order to help accomplish this task of informing every voter in the district the principals were asked to submit the names of parents in their attendance areas who might be willing to serve. Those named were then invited to attend a meeting in the high school as their aid was enlisted. Some 150 persons responded and indicated a willingness to help the board. In preparation for the meeting the faculty had provided coffee for the delegates, and the publications department had prepared literature concerning the issues. Those present were organized into teams and given an ample supply of literature and a brief course from the superintendent on how best to present it. Following the evening's session the teams started out on a massive door-to-door campaign to inform the electorate of the issues and all facts concerning the election. After one week of effort the crews met again to discuss problems which had arisen and questions which had proved difficult to answer. Most reported friendly response to the campaign.

During October, meetings were held throughout the area to add to the information given the public. Several of these meetings were panel discussions led by board members and school personnel. The superintendent was called upon by various groups and found time to respond to 17 invitations to speak. It is estimated that nearly 1500 persons received oral information in this way.

Other channels were not neglected. Radio advertising, news articles and pictures, and advertisements (paid for by the teachers) were all a part of the campaign. The endorsement of the Tacoma Central Labor Council, the Parent-Teacher Council, and the Bethel Education Association were secured. Final reminders of existing crowded conditions were published, and the board as well as the whole community, sat back to await the election results.

The confidence of the board in an intelligent and thoroughly informed electorate was not betrayed. All three propositions passed by majorities of from 67 to 70 per cent. But the margin of victory was not the major achievement. Other measures, with a minority group casting the ballot, had done as well. The real achievements were the following:

1. Every major precinct in the district voted favorably — an indication that at long last real unity had been reached in the district.

2. The total vote of 2378 was over 1000 votes more than had been cast in any Bethel election in the past five years.

3. There were more "yes" votes cast than the total of all votes cast in any election since 1952.

4. Nearly two hundred persons could feel, and rightly so, that they had played a vital role in the future of their schools by their campaign efforts.

Modern problems are not new according to —

## School Board Rules of Long Ago

ROY C. TURNBAUGH

Associate Principal, J. Sterling Morton High School and Junior College, Cicero, Ill.

Modern educators are thoroughly acquainted with a concern for juvenile behavior today which has made "juvenile delinquency" a topic invariably found on the programs of educational meetings. Most educators are sufficiently informed in the history of American education to be able to put this current concern with behavior problems in proper historical perspective. For a really rousing statement on an old problem it would be hard to improve upon the following words of a great educator of the 19th century:

Notwithstanding the liberal and even prodigal expenditure of money raised by voluntary taxation for school-houses or their equipment, and for the salaries of teachers, janitors, and superintendents in many of our largest cities, there are in these cities a larger number of children not under instruction, and in all the cities of the land a fearfully large number of idle, vagrant, vicious children and youth, who do not come under the restraining influence of good homes or schools, and will, in due time, recruit that great army of ignorant adults which is now our calamity and danger, and unless we do all in our power to diminish and prevent its growth, will prove our disgrace and punishment.

This kind of bold, vigorous, and definite analysis with logical and crushing prediction of ultimate consequences is absent from annual reports of superintendents today. The statement is from an 1869 report of Henry Barnard, United States commissioner of education, "Education in District of Columbia."<sup>1</sup>

Barnard, who deserves to rank near Horace Mann as a leader and unifier of education, provides in another interesting report<sup>2</sup> a way for the modern school administrator or board member to discover what pupils may have been like in a time now beyond the memory of most living men. This unique report was the first im-

portant study of school board rules and regulations. It is still today one of the most comprehensive and clearly conceived. Mr. Barnard simply reported actual rules in effect in representative cities throughout the United States. He listed the rules alphabetically by subject, usually giving a number of examples for each subject. Let us see what some of the rules respecting pupils were, following the subject headings used in 1869.

### Absence of Pupils

In case of absence a satisfactory excuse must be given to the teacher, or he may detain the pupil after school hours, or subject the pupil to such other penalty as the superintendent or committee may deem proper. Any pupil absent five days during a quarter without notifying his teacher beforehand forfeits his desk for the remainder of the quarter. — Columbus, Ohio, 1848.

Any pupil absent five hours in any single week, without reasonable excuse may be dismissed for the remainder of the term, at the discretion of the board. — Dubuque, Iowa, 1867.

Clearly schools had learned to expect that in spite of penalties of other sorts some pupils would frequently be truant. These and other fine communities provided for the problem — so far as the schools were concerned, at least.

### Admission

Pupils may be admitted to such departments of the schools as they are qualified to enter, but not later than three weeks after the commencement of a term, unless qualified to enter classes already organized. They must be twelve years old to enter the high school and have a certificate of good moral character. The president and four members of the board, the superintendent, and the principal of the high school constitute the committee of examination for admission to the high school. — Detroit, 1867.

No child under five admitted to a primary school. For admission to a grammar school a certificate of qualification must be given from the superintendent; for admission to the high school every candidate must be twelve years of age and have a certificate from the

<sup>1</sup>Henry Barnard, "Education in District of Columbia," *Barnard's American Journal of Education*, Vol. 19, 1869, p. 141.

<sup>2</sup>Henry Barnard, "Digest of Rules and Regulations of Public Schools in Cities," *Barnard's American Journal of Education*, Vol. 19, 1869, pp. 417-464.



principal of his last school of good moral character.—Lowell, Mass., 1867.

Unfortunately the rules do not tell us what happened to those 12-year-olds whose moral character made them unfit for the public schools.

#### Attendance

Every teacher having satisfactory evidence that a scholar has ceased to attend school shall strike his name from the roll.—Springfield, Ill., 1867.

We are still forthright about such things in Illinois.

#### Cleanliness

Any child coming to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the schoolroom.—Chicago, 1866.

Teachers must cause the schoolrooms to be properly cleaned at least once in each term, and give proper attention to the cleanliness and dress of each pupil.—Providence, R. I., 1863.

#### Corporal Punishment

Teachers shall avoid corporal punishment in all cases where good order can be preserved by milder measures.—Boston, 1866.

Corporal punishment shall be resorted to only in cases of persistent misconduct, and after the failure of all other reasonable means of reformation.—Brooklyn, 1867.

So far as practicable teachers are to govern their pupils by the moral influence of kindness, and by appeals to the nobler principles of their nature.—Cincinnati, 1867.

Other cities from Manchester, N. H., to Madison, Wis., joined in the hope that patience and reason might ordinarily make violent measures unnecessary.

#### Damage to School Property

Any pupil who cuts or otherwise injures a public schoolhouse, fences, trees, or outbuildings, or writes any profane or obscene language, or makes any obscene picture or characters of any kind on any public school premises, shall be liable to suspension, expulsion, or other punishment. The teacher shall immediately notify the parent or guardian and the superintendent.—Chicago, 1866.

Rules of the same kind were published by the school boards of Cleveland, Louisville, New Orleans, Syracuse, and Providence. They have a specificity about them which speaks of concrete experience with the forebears of some students now in school.

#### Deadly Weapons

Any pupil of the common schools bearing arms during school hours shall be at once expelled from the school.—Cincinnati, Ohio, 1866.

Carrying deadly weapons subjects the student to a forfeiture of the weapons, and is a flagrant offense against good morals.—Louisville, 1867.

Any scholar carrying fire-arms or other deadly weapons shall be suspended and reported to the board.—Springfield, Ill., 1867.

These rules bespeak confidence in the sturdy stuff teachers are made of.

#### Profane Language

This study gives examples of rules prohibiting profane language from the school board rules of Boston, Chicago, Columbus, Detroit, Indianapolis, New Orleans, Providence, Springfield, and Troy. This was in the Victorian period we hear so often lauded as a peak period of religion, decorum, and decent conduct. Our opinion might be thought very flattering if those school boards could know of it.

#### Tobacco

The pupil who persists in the use of tobacco in the school building, or upon the school grounds, is liable to suspension.—Dubuque, Iowa, 1867.

Pupils shall not smoke or chew tobacco in the school-rooms or their neighborhood.—Newport, R. I., 1866.

The Newport rule provides a clue that objections were not limited to the possibility of a fire hazard.

One might wonder what the results of education were with such pupils under such rules of government. Mr. Barnard tells us, and he does not require an expensive illustrated brochure to do it. He says succinctly:

Tested by the standard of secondary schools, or the requisitions for entering the public service of Prussia, the public schools of this District are lamentably deficient. The best scholar of the best grammar school of this city could not, from any preparation got in any such school, enter the lowest class of a real school, or of a gymnasium of Berlin,

or be admitted to even a preliminary examination as a candidate for the lowest clerkship. And yet the poorest scholar from any of these grammar schools could enter his name as a student of law or medicine in the professional schools of this District.<sup>3</sup>

Those of us who follow the writings of the critics of present schools must already know, as Professor Arthur Bestor never tires of showing, that the golden age of American education did not lie between the founding of the Progressive Education Association in 1918 and the present. Neither, it appears, was it before 1869. We can look for it between those two dates, or we can do as Horace Mann and Henry Barnard did and look forward. It is hard to improve upon Mr. Barnard's analysis of what is needed:

There must be the practice of school attendance, the felt or enforced obligation on the part of parents and guardians of children and youth to secure their regular, punctual, and constant attendance on some school, public or private, family or denominational. The problem to be solved under a republican government—the government of all for all—is not the education of the few, or even of the many, but of all; and any system of public schools must be considered defective and insufficient which does not provide, induce, and secure the universal education of the entire juvenile population of the community for which it is instituted.<sup>4</sup>

<sup>3</sup>Henry Barnard, "Education in District of Columbia," p. 135.

<sup>4</sup>*Ibid.*, p. 141.



BOARD OF SCHOOL TRUSTEES, CITY OF MUNCIE, IND.

Recently reorganized, the directors of the school city of Muncie, Ind., adopted a new set of written rules. Members include, from left to right (seated): Joseph L. Douglas, treasurer; Eugene Clock, president; Edward Zetterberg, secretary; (standing) Norman Durham; N. Durward Cory, superintendent of schools; and Mrs. Marie W. Owens.



Planning facilities for —

## Housing the Speech Education Department

LEITHA V. PERKINS

Head, Speech Department, Midland, Mich.,  
Senior High School



The library-conference area of the speech department office includes a file of play catalogs which the dramatics class can explore for possible selection for its presentation.

Population data made it apparent in Midland, Mich., as it had across the length and breadth of our country, that present high school facilities were inadequate. Therefore, planning was begun far ahead of the December, 1955, date when we expected ground to be broken for the new school.

Now the above statement does not sound unusual, but the planning was unusual in that everyone of the seventy-some faculty members became involved. We had

been told each of us was to present plans for our respective needs. So we made sketch plans, consulted with the architect, and remade the sketch plans.

"The sky is the limit in making your plans. You may not get everything, but you surely won't get anything if you don't ask for it," our principal had said. He was right.

The plans of the staff were discovered to contain unsound or impractical ideas from an architectural viewpoint. However, we

found that basic ideas could be incorporated in the modified plans if the reasoning behind the ideas was sound enough.

### A Compact Arrangement

The floor plan of Midland's speech department shows at a glance that the planning of the department was designed to provide a compact arrangement of functional areas, with a theater serving as a laboratory to the classroom for both speech and dramatics.

The theater seats 170. Coral upholstery of the seats increases the lightness of the house and blends with the rose tones of the brick walls, while the light yellow rubber floor tiling picks up the antique gold color of the act curtain.

The stage itself has direct access to the scene shop off stage right and to a good size storage area off stage left.

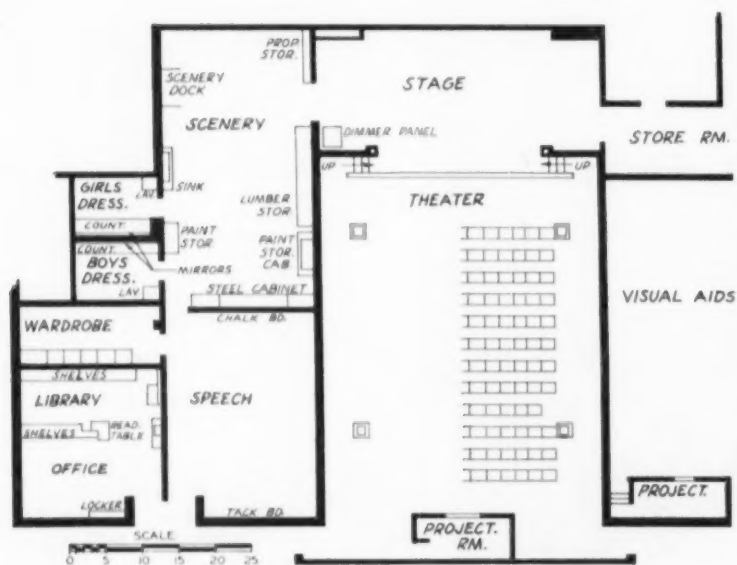
Our scene shop offers adequate storage room for stage and hand properties, stage



An important area of the speech department at the Midland, Mich., high school is the lecture-discussion classroom which lends itself well to panel discussions.



Students work on a one-act play in the Little Theater, the hub of study and experiments in Midland's speech department. Above is a view of the front of the theater during a rehearsal, while below shows a close-up of the stage during an actual presentation.



scenery, building materials and tools, as well as ample working areas.

In wall storage cases conveniently located in relation to the dressing rooms, students' make-up kits together with those of the dramatics club and Thespian Troupe are stored. A dressing room for girls and one for boys with wall mirrors over the make-up counters provide facilities for students to apply their own make-up in class study and preceding dress rehearsals and performances.

With adequate wardrobe storage provided and sufficient space designed in the wardrobe room for two sewing machines and an ironing board, building up a wardrobe of costumes will be accomplished gradually. A triple mirror is an important feature of one section of the wardrobe cases.

### The Lecture Room

Trapezoidal tables are a feature of the lecture-discussion room. Very flexible arrangement is possible. All class discussion is conducted on a group discussion basis with each student seated in view of all others. Special arrangement for panel discussion, symposium, debate, or committee work is facilitated.

One of the highly valued features of the department is the library-conference area of the department office. Here students may do reference work for debate, discussion, speeches, theater history, or play reading and selection. Here committees and officers of the dramatic organizations meet. Records, recording equipment, record player, and public-address equipment are stored here when not in use in the adjoining classroom or theater.

Since recordings are made frequently and radio speaking situations are simulated by means of the public-address equipment, such equipment is easily moved to any location desired in the department by means of a 36 by 30 by 37-foot laboratory truck.

Use has been made of all areas of the department since school began in September, 1956. Results have been particularly gratifying, for it has been proved that the plans are functional. The future looks good for an expansion of our program, centered around an educational theater and a laboratory—performance type of experience in all phases of speech education at Midland Senior High School.

The floor plan of the Midland speech department, showing the space arrangement and some of the special facilities built-in to serve the program. Center of the department is the Little Theater which seats 170.

## Surety Bonds of School Building Contractors

HAROLD H. PUNKE

Professor of Education, Alabama Polytechnic Institute, Auburn

### II

b) Cases permitting recovery by materialmen and subcontractors. Like the foregoing Texas case, a 1941 Illinois case<sup>9</sup> emphasized that the statute be read with the contract and bond in determining surety liability, but involved a quite different outcome regarding liability. The contract required the contractor to "provide and pay for all materials, labor, water, tools, equipment, light, power, transportation and other facilities necessary for the . . . work." The bond named the school board as beneficiary, and required the contractor to "faithfully perform said contract . . . and fully indemnify and save harmless the owner (board) from all cost and damage" and to "reimburse and repay all outlay and expense which the owner may incur" in case of default. Section 1 of a governing statute provided that officials of any political subdivision making contracts for public works "shall require every contractor for such work to execute a bond . . . to the political subdivision . . . conditioned for the payment of material used in such work and for all labor performed in such work, whether by subcontractor or otherwise." Section 2 further provided: "Every person furnishing material or performing labor, either as an individual or as a subcontractor . . . shall have the right to sue on such bond . . . for his own use and benefit." A subcontractor claimed that as a third party beneficiary he had a common-law right of action against the bond, upon bankruptcy of the contractor, and also a right of action under section 2 of the statute.

The court reviewed several supporting cases in holding that the subcontractor had no common-law right, pointing out that the instant contract and bond ran directly to the board of education and included nothing showing an intent to

benefit third parties directly. The court noted: "The doctrine that a third party may maintain an action on a promise made by one person to another for his benefit is limited to contracts which have for their primary object and purpose the benefit of a third person and which are made for his direct benefit." However the court said that the statute quoted was enacted precisely because Illinois courts had repeatedly held that subcontractors were not third parties beneficiary under bond-contract arrangements such as those at bar. The statute made it mandatory for the board to require a bond protecting subcontractors, added the court, and a subcontractor had a right to assume that the statute would be complied with. In construing the contract and bond in the light of the statute, the court held the surety liable to the subcontractor.

Similar conditions appeared in a case before the Supreme Court of Missouri.<sup>10</sup> Section 2890 of a governing statute made it a duty of school boards, upon entering into contracts for public works, "to require every contractor for such work to execute a bond" which "shall be conditioned for the payment of material, lubricants, oil and gasoline used in or consumed in the construction of such work and for all labor performed in such work, whether by subcontractor or otherwise." Section 2891 gave persons furnishing material or labor to the contractor, either as individuals or as subcontractors, the right to sue on the bond stipulated. The bond was conditioned to indemnify the district "against any loss or damage directly arising by reason of failure of the principal (contractor) to faithfully perform said contract." The contract provided for constructing the building according to attached plans and specifications, and the specifications required that the contractor "furnish bond covering the faithful performance of the contract and

the payment of all obligations arising thereunder."

### File Limit Noted

The court noted that several states had statutes comparable to sections 2890 and 2891, and that the practical effect of such statutes was to give laborers and materialmen the same protection regarding public works that mechanics' liens give regarding private construction. The court stated that contract, bond, and statute must all be taken into account in determining the scope of the surety's liability, but recognized some conflict among authorities on the extent to which a statute should be read into a bond when the bond does not expressly include or exclude the conditions stipulated by the statute. In holding the surety liable to a materialman, however, the court reasoned that the school board was a statutory body, that the statute required a bond protecting materialmen when the board was constructing a building, and that a bond was given in the instant case. The specifications must be considered part of the bond, said the court after reviewing in detail a supporting West Virginia case,<sup>11</sup> and the bond in the case at bar must be considered the statutory bond. The Missouri court also quoted with approval from a Wisconsin case,<sup>12</sup> involving a statute and circumstances similar to those of the instant case. The Wisconsin court said that the purpose of the statute in protecting laborers and materialmen "may not be defeated by the voluntary act or by the oversight of the parties in failing to insert such a provision in the contract. The law imputes such a provision to the contract whether written therein or not, such a provision in the contract. The liability is one arising by virtue of the law, independent of the contract."

An Indiana court<sup>13</sup> in 1935 gave an interpretation of bond and statutory provisions which seem even more favorable to materialmen. Section 53-202 of the statute provided that a materialman to whom money was due on a school building "within sixty (60) days after the last item of material shall have been furnished . . . shall file with such board . . . duplicate verified statements of the amount due," and made it the duty of the board to file one copy with the surety but provided that failure of the board to do so should in no way invalidate the claims of materialmen against the surety. The bond followed statutory provisions in most respects, but varied at one point and "provided that . . . materialmen . . . shall file their claims with said owner (board) within the time and in the manner required by law."

The surety declined liability solely on the ground that the materialman did not file within the sixty-day limit. The ma-

<sup>9</sup>*Tug River Lumber Co. v. Smithley* (1929), 107 W.Va. 482, 148 S.E. 850.

<sup>10</sup>*Webb v. Lee* (1923), 181 Wis. 39, 194 N.W. 155.

<sup>11</sup>*General Asbestos and Supply Co. v. Aetna Casualty and Surety Co.*, 101 Ind. App. 207, 198 N.E. 813.

<sup>12</sup>*Fodge v. Board of Education of Oak Park*, 309 Ill. App. 109, 32 N.E. 2d 650, rehearing denied.

<sup>13</sup>*Camden Consolidated School District v. New York Casualty Co.* (1937), 104 S.W. 2d 319.

terialman contended that according to previous interpretations of the statute he did not need to file within that limit unless he wanted to impound funds due the contractor but held by the school board. The court cited several cases supporting this contention. The surety urged, however, that the statute as such was not concerned; that the basic point rested on the contract provision which gave the sixty-day provision of the statute its significance in this particular case. The court cited section 3-2512 of the statute which provided that no bond "taken by any officer in the discharge of the duties of his office, shall be void for want of form or substance or recital or condition, nor the principal or surety be discharged; but the principal and surety shall be bound by such bond . . . to the full extent contemplated by the law requiring the same, and the sureties to the amount specified in the bond." The statute fixed the liability of the surety on the bond, said the court, and gave the surety no right to change the statutory bond. The language of the bond, apart from that required by statute, was considered surplusage — and the surety was liable.

The Supreme Court of New Hampshire<sup>14</sup> recently held that a surety bond could be more broadly conditioned than required by statute, and that the extra-statutory provisions might be enforced as common-law obligations. The bond involved was conditioned that the contractor "shall pay all persons who have contracts directly with the principal (contractor) for labor or materials, failing which such persons shall have a direct right of action against the principal and surety under this obligation." The bond also provided that no action shall be brought "after two years from the day on which the final payment under the contract falls due," and stated that it was intended to comply with a certain section of the statute governing surety bonds.

The surety contended that the bond was the statutory bond, and that it was required to pay only those creditors who gave statutory notice. Persons who had contracts directly with the main contractor had a direct right of action against the bond, said the court, whereas other creditors must follow a petitioning procedure set up by statute. Such "other creditors" get their rights only under the statute, not under any extra-statutory or common-law provisions. By stipulating that no action be brought after two years, the surety waived the need for statutory notice within 90 days so far as persons having direct contracts with the main contractor were concerned. But materialmen or others who may have supplied subcontractors, or creditors who otherwise had no direct contracts as stipulated, got their rights under the statute. Hence they had to meet statutory requirements of notice and suit.

A Maryland bond<sup>15</sup> was so conditioned

that it did not cover persons who furnished supplies only, involving no labor at the building site. The contract of a subcontractor required him "to furnish and install complete equipment for electrical and program clocks and fire alarm and return call system . . . as specified in the plans and specifications." The surety claimed that the subcontractor was not covered by the bond since he furnished only supplies, but no labor. The court noted that the contract was "to furnish and install" the equipment, and that installation involved work on the site. Moreover, technically qualified witnesses gave undisputed testimony about helping the subcontractor perform work on the site — in installing the equipment, and in checking it to make sure that it functioned properly. The subcontractor was covered by the bond.

The cases reviewed in this part of the article suggest that courts in general are likely to construe statutes and conditioning clauses of bonds in ways which are somewhat favorable to laborers and materialmen.

**c) Rights of materialmen of subcontractors.** Although court decisions reviewed in foregoing pages made general reference to recovery of third persons beneficiary, under surety bonds, action in the cases involved has ordinarily been brought by persons who were direct materialmen or subcontractors of the general contractor. The school board and the surety of the general contractor usually have less knowledge about or contact with subcontractors than with the general contractor. Hence the status of persons who supply material or labor to subcontractors, or who become subcontractors of another subcontractor, may be different from that of persons who supply labor or material directly to the general contractor or who subcontract directly from him. Rights against the surety of the general contractor may be different.

Although the weight of authority holds that, where a bond is given which protects persons furnishing labor and material to a general contractor, it also protects persons furnishing these items to a subcontractor, there is some conflict of authority on the subject among recent cases — as among earlier cases.<sup>16</sup> In line with the majority opinion, a Texas court<sup>17</sup> in 1939 permitted the materialman of a subcontractor to recover against the bond of the general contractor. Higgins furnished material to subcontractor, Allison. At a time when the district still held money due the general contractor, Higgins gave the district notice of money due him from the subcontractor. The general contractor also had notice of Higgins' claim. Thereafter the general contractor made further payments to the subcontractor, and filed a

release bond with the surety. The defense was that at the time he filed notice with the school district Higgins failed to show that the general contractor owed anything to subcontractor Allison under the contract involved, that Higgins was therefore not entitled to any funds owing the general contractor but held by the district at the time, and Higgins was not entitled to recovery.

In upholding Higgins' claim the court said there was no reason for permitting a materialman of a general contractor to impound funds due said contractor but refusing to permit a materialman of a subcontractor from similarly impounding funds due that general contractor. The court quoted with approval from an earlier Texas decision as follows: "In each case the general contractor gets the benefit of the labor and material necessary for the improvements and for which he had obligated himself to pay. The state likewise gets the benefit of such labor and material and is likewise interested in seeing that it is paid for." The court in the case at bar added that if the contractor wanted to protect himself against bills incurred by a subcontractor, he should demand a bond of the subcontractor. Attorney fees were included in the amount which Higgins was permitted to recover.

### Material Suppliers

A similar holding appeared in an Illinois case,<sup>18</sup> in which the contractor sublet "carpentry" work to Elkins who in turn sublet linoleum work to Florings, Inc. Reference in this case was made specifically to the bond, by which the contractor agreed to do "everything necessary in connection with the masonry and carpentry work . . . and . . . pay for all labor and materials and any and everything entering into the masonry and carpentry work of said building." The contractor had made certain payments to Florings and charged the amount to subcontractor Elkins, but \$1,725 remained due Florings from Elkins at the time when Elkins was paid the full amount due him from the general contractor. Florings sought to recover against the contractor's surety. The court pointed to several Illinois and other cases in which similar bonds had been interpreted as protecting those who supply materials used in the building. The court noted that the bond was conditioned to "pay for all labor and materials . . . entering into the masonry and carpentry work." In upholding Florings' claim the court referred to this condition as follows: "We construe this, not as giving a subcontractor an incidental benefit, but a benefit direct to him." The holding applied to a subcontractor of a subcontractor, such as Florings was in this case.

Statutory construction was the basis of a recent Ohio decision which was favorable

<sup>14</sup>*Lange v. Board of Education of Cecil County (1944)*, 183 Md. 255, 37 A. 2d. 317.

<sup>15</sup>This point is treated at some length in *Punkte, op. cit.*, p. 162 ff. See especially note 59, p. 166.

<sup>16</sup>*Joe Higgins Lumber Co. v. Goose Creek Independent School Dist.*, 133 S.W. 2d. 207.

<sup>18</sup>*Board of Education v. Aetna Casualty and Surety Co. (1940)*, 27 N.E. 2d. 337, 305 Ill. App. 216.



to one who supplied materials to a subcontractor.<sup>19</sup> Various sections of the statute were pertinent. Section 2365-1 obligated the surety to pay "for all labor performed or materials and tools furnished." Section 2365-2 required that the bond be "conditioned for the payment by the contractor and by all subcontractors of all indebtedness which may accrue to any person . . . on account of any labor performed or materials furnished," and provided: "Such bond shall be . . . held . . . for the use of any party interested therein." Section 2365-3 authorized any unpaid supplier of labor or material "to bring suit in his own name on the bond." Section 2365-4 required the bond to insure that the contractor "pay all lawful claims of subcontractors, materialmen and laborers," and stated that the bond shall be "for the benefit of any materialman or laborer having a just claim." Carver was awarded a subcontract for millwork, part of which he in turn bought from Weybrecht. Carver entered bankruptcy owing Weybrecht substantial sums for materials furnished to Carver and delivered by Carver to the general contractor for use in constructing the building. Although under the mechanics lien law Carver would be considered a materialman of the general contractor, said the court, sections 2365-1 to 2365-4 should be so construed as to cover one who contracts with the general contractor for any part of the work involved—even though it is only the furnishing of material. The court noted that section 2365-2 covered "all indebtedness" of contractors or subcontractors "which may accrue . . . on account of . . . materials furnished." The surety was liable to Weybrecht.

A Maryland case<sup>20</sup> involved a performance bond conditioned to "make prompt and faithful payment to any person furnishing labor or material to said work." Question arose as to whether the bond protected a person who was neither the contractor or a subcontractor. The court noted that the bond guaranteed payment "to any person furnishing labor or materials," and held that it was not limited to material and labor contracted for by the main contractor.

In 1956 the issue was again before the Maryland courts.<sup>21</sup> The contract and bond referred to each other as well as to the drawings and specifications, and all these documents were accepted as constituting the contractual obligations. The bond required the principal contractor to do all things "in said contract set forth and specified to be by the said principal kept, done and performed . . . in the manner in said contract specified." Article 9 of the

contract provided: "Unless otherwise stipulated, the contractor shall provide and pay for all material, labor, water, tools, equipment, light, power, transportation and other facilities necessary for the execution and completion of the work." Paragraph 7 of "special conditions," also a part of the contract, guaranteed "prompt and faithful payment to those furnishing the labor and materials for the work." Monumental Co. sought to recover from the surety for brick supplied to a subcontractor. The surety contended that article 9 made the bond liable only for materials supplied to the main contractor, and that other aspects of the contract documents showed the same limit of liability. The court differentiated the case at bar from the Baltimore case,<sup>22</sup> subsequently discussed, in which the bond condition was to "promptly settle, pay . . . all claims . . . against the (general contractor) by any and all persons . . . for all materials furnished . . . for which the (general contractor) is liable." The court followed the preceding Lange case and held the surety liable to the materialman of the subcontractor.

The materialman of a subcontractor filed a claim against retainage in the hands of a Kentucky school board,<sup>23</sup> for plumbing materials used in the construction of a building. The case report on this *Per Curiam* ruling includes very little information, but the board was directed to pay the claim.

#### Unfavorable Holdings

Somewhat at variance with court reasoning in foregoing cases, two recent decisions give more strict interpretations of conditioning clauses in bonds—with holdings unfavorable to materialman. Neither case makes any particular reference to a statute. In a Maryland suit,<sup>24</sup> the Streett company was general contractor, and the bond made the surety liable "for the nonpayment of labor performed . . . for which the said The P. C. Streett Engineering Company is liable." Streett subcontracted to Armstrong, who in turn secured materials from Steel Co. Streett had no contract with Steel Co., but knew that Armstrong secured materials from that source. Armstrong did not fully pay Steel Co., and the latter sought to recover from the surety. The court said that Steel's contention was based on the assumption that "is liable," in the quoted section of the bond, applied to the entire contract rather than merely to "materials furnished." The court added that if the bond had intended to make the surety liable on the entire contract it would have omitted the words "for which the said . . . Company is liable" as surplusage. The language of the bond determined the

surety's scope of liability, reasoned the court, pointing out that the action by Steel Co. was brought under a contract to which Streett was not a party. When Steel Co. urged that public policy demanded that claims for materials used in public school buildings be satisfied, the court stated that public policy was a vague and changeable concept and that it could not be invoked to aid in interpreting or modifying a contract. The court said there was nothing in the city charter concerned making it a matter of public policy for contractors erecting such buildings to pay third persons who supply materials to subcontractors, unless the contractors involved agreed to do so, nor anything in public policy making a surety liable for such material. In holding that the surety was not liable to Steel Co., the court added: "One may not be required to do what he did not promise, merely because what he did promise was not sufficient to meet the requirements of some real or supposed public policy."

In a Vermont dispute,<sup>25</sup> Nelson had a subcontract for plastering, but failed to pay Carter in full for materials secured from the latter. Carter had assigned his claim to Samson, who brought suit against the surety. The bond was conditioned that the principal contractor "shall pay . . . the claims of all creditors of said principal for material . . . and shall . . . reimburse to the . . . obligee (school district) all loss . . . by reason of failure . . . on the part of said principal" and further conditioned that "said principal and all subcontractors . . . and all assignees of said principal and of such subcontractors shall promptly make payment for all labor performed." The bond added: "All persons who have performed labor (or) furnished materials . . . as aforesaid shall have a direct right of action against the . . . surety." It was contended that the contract and bond should be read together in determining the surety's obligations, and pointed out that the contract stipulated: "The contractor shall furnish a surety bond for the faithful performance of the contract and the payment of all persons performing labor and furnishing materials." The court reasoned that the bond in question differentiated between materialmen and laborers, that it was not the bond stipulated in the contract, that whether the difference between bond and contract was due to district intent or to oversight was immaterial, and that bonds were to be liberally construed in favor of materialmen or laborers only when they were statutory bonds with the statute read into the bond. It was held that the bond in question protected only materialmen of the principal contractor—not materialmen of subcontractors. "This limitation is set forth in clear and unambiguous language."

<sup>19</sup>*Weybrecht's Sons Co. v. Hartford Accident and Indemnity Co.* (1954), 119 N.E. 2d 836, 161 Ohio St. 436.

<sup>20</sup>*Board of Education v. Lange* (1943), 32 A. 2d 693, 182 Md. 132; followed on *Per Curiam* in 32 A. 2d 695, 182 Md. 138.

<sup>21</sup>*Kirby and McGuire, Inc. v. Board of Education* (1956), 123 A. 2d 606.

<sup>22</sup>*Mayor and City Council of Baltimore v. Maryland Casualty Co.* (1937), 171 Md. 667, 190 A. 250, 111 A.L.R. 305.

<sup>23</sup>*Hazard Board of Education v. Persinger Supply Co.* (1955), 285 S.W. 2d 494.

<sup>24</sup>*Mayor and Council of Baltimore v. Maryland Casualty Co.*, *ibid.*

<sup>25</sup>*Town of Windsor v. Standard Accident Co.* (1942), 26 A. 2d 83, 112 Vt. 426.

# Utilization of Board Architect During School Building Construction

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City 6, N. J.

Board members and district superintendents of schools experienced in school construction activities will usually attest to the numerous significant advantages that accrue to the district if an experienced and sincerely interested architect is engaged for the preliminary planning for new school construction.

What is sometimes overlooked by educators is that similar advantages are obtainable by utilizing the services of the same architect, where qualified, as the board's chief inspector during the actual construction period. In those exceptional instances where the architect himself may not be fully qualified to supervise the necessary testing and inspection, he will certainly be able to secure and direct the necessary personnel.

An interesting case relating to this latter aspect of school building construction was recently decided in the California Court of Appeal.<sup>1</sup>

### Facts of the Case

On February 25, 1952, the Antioch Live Oak Unified School District entered into a written contract under which Pacific Coast Builders agreed to construct six school buildings for \$644,250.

Among the contract specifications were ones requiring that: (1) "after the concrete foundations had been poured and the wooden forms removed, the spaces between the sides of the trenches and the foundations were required to be backfilled with soil"; (2) backfill around all foundations was to use clean, finely divided soil and was to be deposited in layers not exceeding 8 inches, with each layer being compacted thoroughly by tamping or other approved mechanical means; and (3) "At all areas which are to receive concrete slabs on the ground . . . all excavated material, and bottom of excavation (undisturbed ground) shall be compacted to a relative compaction of at least 95 per cent." The contract called for the laying of concrete slab floors over the entire area adjacent to the interior sides of the foundation.

Following completion of the original backfill in the designated areas, tests were made which showed that the required degree of compaction had not been achieved. The board thereupon demanded that the work be redone and the contractor did so under protest.

Because of the required redoing of the

backfilling and soil compaction there ensued a delay in completion of four of the buildings. The district authorities thereupon withheld \$6,975 as liquidated damages for the late completion—there was a liquidated damages provision in the contract—and some \$930 for certain inspection and retest costs.

The contract had also made provision: (1) for the testing of materials or work to be carried out under the supervision and as directed by the architect; and (2) for "each and every difference of opinion respecting . . . [plans, drawings, and specifications] . . . [to] be finally determined by the [school district] architects. . . ."

Upon being notified of the amounts being withheld, the Pacific Coast Builders brought suit on the claim that the refilling and compacting work as originally done had been in compliance with the contract and that the redoing was an extra. The contractors now sought recovery on the reasonable cost of the extra work (which they set at \$15,726.77) plus the withholdings of \$7,905.33.

The judgment of the trial court concerning this claim was against the contractor. Thereupon this appeal followed.

### The Issue and Findings

The basic issue, simply, was whether the contractors were required to do the work in question as a part of the contract. Of equal interest to board members, though technically not at issue in the case, will be the implementation of the contract provisions relating to inspection and testing procedures to be utilized during the actual construction.

In its findings the court first pointed out that the specifications were "plain, clear, and unambiguous" with respect to the compacting of the soil to be replaced in the areas adjacent to the interior sides of the foundations. The court noted that the contract called for the laying of concrete slab floors over the entire areas so designated. It noted also that it was not questioned, nor was it unreasonable, that the specification fixing a relative compaction of at least 95 per cent "at all areas which are to receive concrete slabs on the ground" must be complied with in the areas adjacent to the interior sides of the foundations. "The purpose of having a proper density of soil upon which to lay concrete slab floors," the opinion commented, "is obvious."

The court then considered the decision of the architect for the school district that the contractors had not achieved the

required 95 per cent soil compaction in the areas adjacent to the interior sides of the foundation. In this connection, the appeal court found that there was nothing in the record to indicate that this determination of the architect (and the structural engineer, employed by him) had been made arbitrarily, had been based upon fraud or mistake, or had arisen from an obvious misinterpretation of the contract. Accordingly, the court found the determination to have been made in good faith and upheld its validity.

To the contractor's contention that the Antioch school board should have caused soil compaction tests to be taken at progressive stages of the backfilling and should have notified the contractor if the required 95 per cent compaction was not being reached, the court denied credence. On this point the court commented: "There is no such requirement in the contract. The specifications . . . provide that materials or work required to be tested shall be tested under the supervision of and as directed by the architect. The test in question was directed by the architect to be made at the completion of the backfilling."

### The Contractor's Claims

The contractor had also called attention to the following provision in the contract. "The Inspector shall exercise all reasonable diligence in the discovery of, and report to the Contractor as the work progresses, the materials and labor which are not satisfactory to the said Inspector so as to avoid unnecessary trouble or cost to the Contractor in making good defective work or parts." In the lower trial court proceedings the inspector, an employee of the school district, had testified that in his opinion the backfilling was being properly done, though he had made no compaction tests at the site.

On this point the present court pointed out that the contractors "do not contend that they thought that the inspector was making such tests." The mere fact that the inspector *thought* that the backfilling was being done properly did not, in the view of the court, stop the Antioch district officials from requiring that the compaction meet the tests specified. "The day to day inspection performed by the various inspectors employed by the school district," the opinion commented, "did not constitute approval or ratification of the work improperly done" by the contractor.

(Concluded on page 104)

<sup>1</sup>*Pacific Coast Builders v. Antioch Live Oak Unified School District et al.*, cited as 300 P.2d 309 in the *West National Reporter System*.



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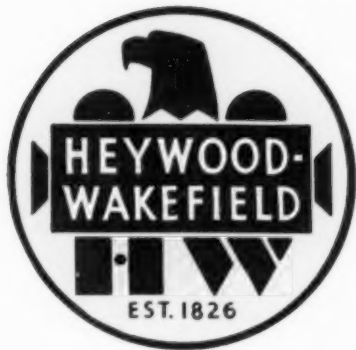
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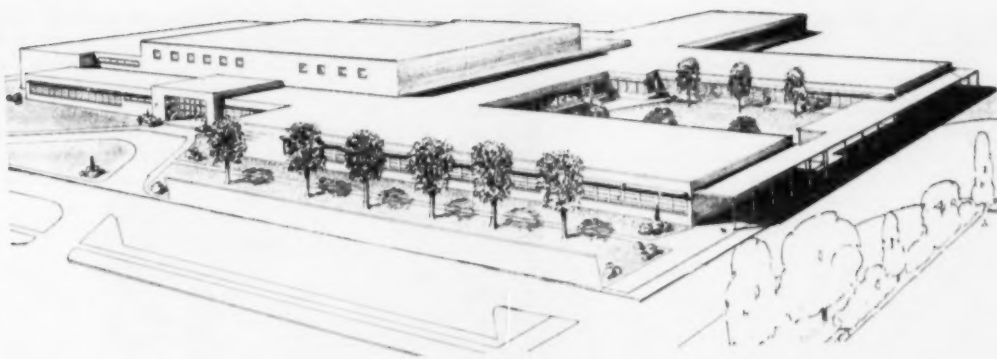
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# *Thomas A. Edison Junior-Senior High School*

Designed to serve the complete  
secondary educational,  
administrative, and community  
needs of the growing suburb  
of Elmira Heights, N. Y.

The new centralized Thomas A. Edison junior-senior high school was designed to serve the complete secondary educational, administrative, and community needs of the growing suburb of Elmira Heights, N. Y. — complete facilities for a comprehensive instructional program for 750 junior and senior high school students; offices for the administrators of the school district; classroom and athletic areas, as well as meeting places such as the



auditorium and cafeteria, for adult education and community functions.

### The School Program

The purpose of Elmira's Edison school is to provide a well-rounded program for all its students, within limitations of required courses and available time. The guidance department has been accented with provision of two full-time counselors and adequate offices to help students obtain the greatest benefit from their school careers.

The seventh and eighth grades follow the standardized curriculum of the state education department; the four latter years allow the senior high student electives in: mathematics, science, driver education, English, languages, citizenship education, industrial arts, physical education and health, business, art, music, and home-making.

### Space Provisions

To provide the instructional areas for these subjects, Edison offers 22 classrooms designed to make use of all natural lighting possible in the school's "cloud-belt" climate.

The science department has special facilities for instruction in general science, biology, chemistry, physics, and earth science; the homemaking department in family foods (with five-unit kitchen), clothing, home living, and child care; the well soundproofed music department in band and chorus.

Two large industrial-arts rooms offer accommodations for general shop, metalworking, woodworking, and cabinetmaking. A separate mechanical drawing laboratory has three mechanical drawing courses.

The Edison gymnasium has retractable bleachers that can seat up to 800 spectators. It can be divided by a partition into two separate areas serviced by modern locker and shower rooms for boys and for girls. Latest equipment in the school's cafeteria aids in more efficient food service for a capacity of 250 students or adults in evening banquets.

The auditorium, as an extension of the school's speech department and as a gathering area for community functions, can seat 900 persons. The swimming pool also serves a dual purpose: to teach swimming and lifesaving to students and to serve community natatorium activities.

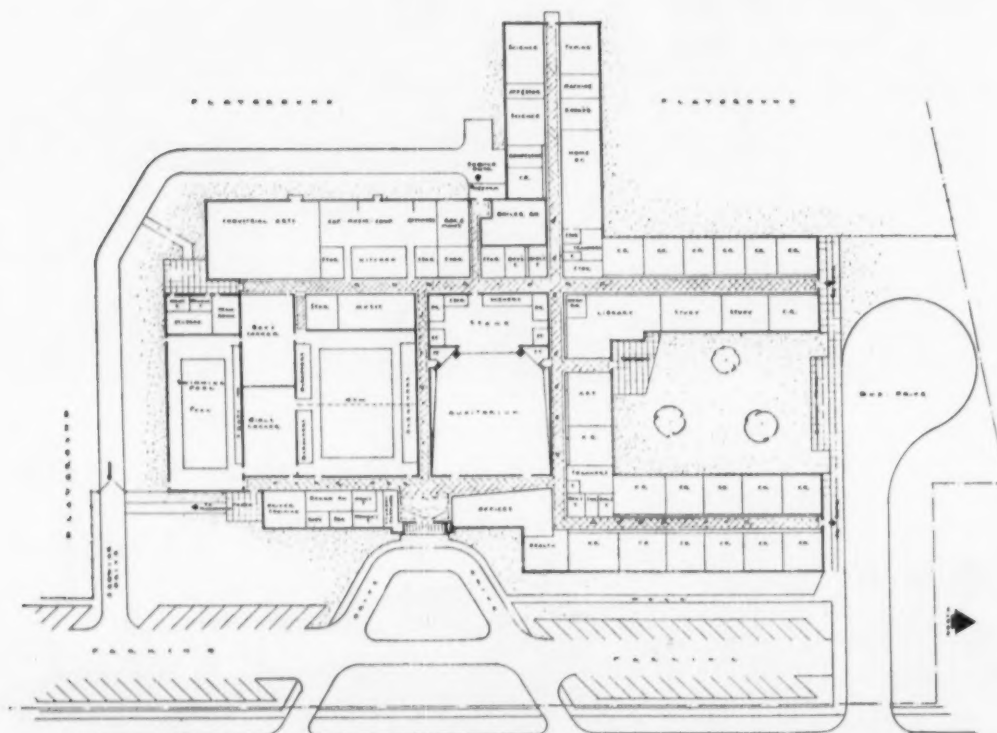
In addition, Edison has a library that can serve up to 80 junior and senior high school students; administrative offices for guidance, health, principal, and superintendent; and a board meeting room. Adequate toilets for students and for teachers, a student store, and ample storage room complete the space provision in this compact school plant.

### Physical Materials

The basic construction of the school is steel frame and masonry with a brick exterior and an aluminum and cast stone trim. The roof is a built-up type on long-span steel joists with a poured gypsum deck.

The classrooms have cement asbestos prefabricated partitions with striated plywood, painted cinder blocks, and acoustical ceilings; the floors are of vinyl asbestos tile. In Edison, the corridors have asphalt tile wainscots with painted cinder block above. The toilet rooms have ceramic tile floors and structural tile walls.

In special areas, the auditorium has concrete flooring with aisle carpeting, plastic wall wainscots with acoustical tile panel covering and plaster walls and ceiling. The



The floor plan of the Thomas A. Edison junior-senior high school, Elmira Heights, N. Y. — Fudge & Underhill, architects and engineers, Elmira, N. Y. Harry H. Hatten is superintendent. The lower right wing of classrooms serves the junior high students with the double art room, library, auditorium, gymnasium, and offices form a connecting area that can serve both junior and senior high schoolers.





Two views of a typical classroom in Edison. Illustrated is the use of cinder blocks, plywood above the chalkboard, fluorescent lighting, and the double glazed panels above 7-feet height. All classrooms were soundproofed for normal noise.



The library of the Thomas A. Edison junior-senior high school is designed to serve both the junior and senior students and is located conveniently between both "wings."

gymnasium has painted cinder block walls, wood flooring, and acoustical tile ceilings.

The majority of lighting in the plant is fluorescent. The heating is hot air with unit ventilators.

#### Cost and Features

The total cost of the school was \$1,763,500. With a contract cost of \$1,202,480 for 98,830 square feet, the total contract per square foot was \$12.20.

Special features incorporated in this cost include: movable partitions at end of classrooms and nonbearing corridor partitions in classroom wings that will allow for flexibility in future use of space; pure vinyl tile on woodworking shop floor that will not damage dropped tools or will be damaged by dropped tools; ceilings in locker and shower rooms, as well as in the kitchen, are perforated aluminum, allowing complete ventilation of rooms with fans above; double glazed above seven-foot height of all classroom, corridor, and office partitions that will transfer light from other areas.



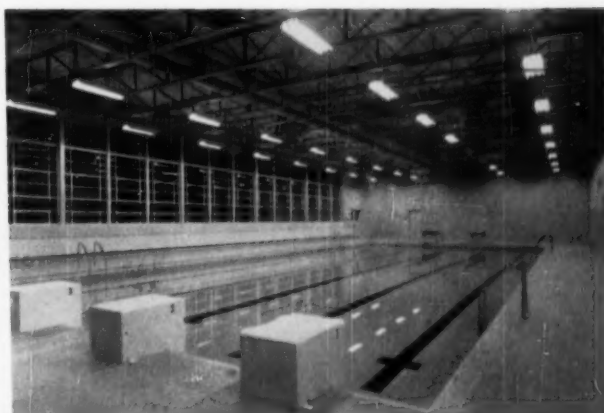
Two of the rooms in Edison's homemaking department are the sewing room (below) and the unit-kitchen foods laboratory (above). Subjects taught in the department include foods, clothing, home and family living, and child care. The program also has a homemaking course for boy students.



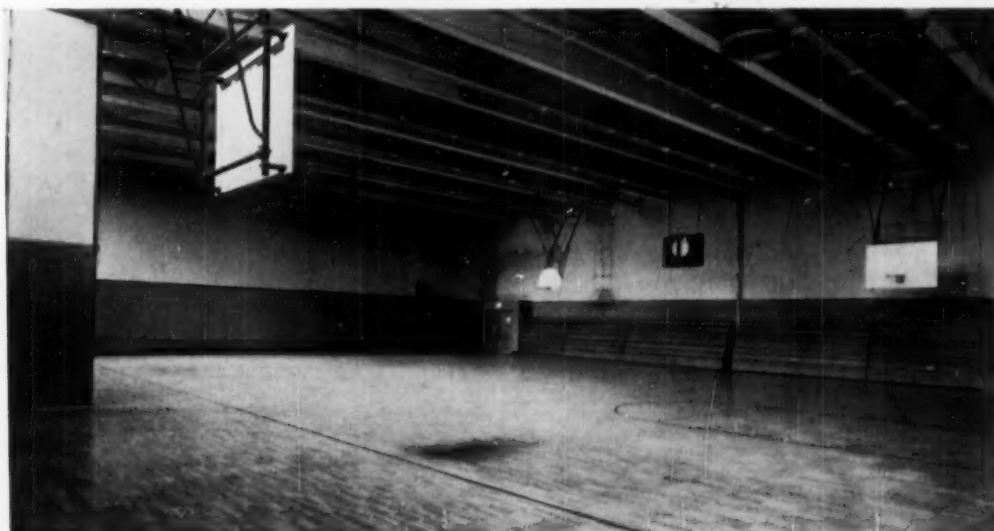
The physics and earth science room with tables along the window wall, shelving along the corridor wall, and the student desk area in the center of the room.

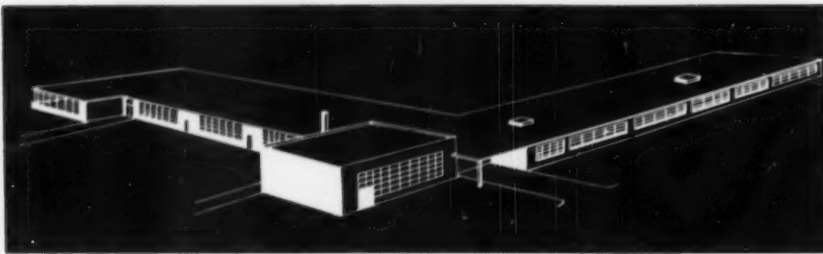


The auditorium, which measures 82 by 92 feet, has a seating capacity of 900 persons and was designed to serve community play and meeting needs, as well as student assemblies.



Two other areas which are intended to serve the community include the 50 by 105-foot swimming pool and the 80 by 96-foot gymnasium. The latter has folding bleachers for seating 600 to 850 spectators and is equipped with folding doors so that it can be used by both boys' and girls' gymnasium classes at the same time.





# Penns Elementary

**ROBERT I. BALLINGER, JR.**

The Ballinger Co., Philadelphia, Pa.

The new 17-classroom elementary school recently dedicated in the South Jersey borough of Penns Grove was built at a record low cost of \$19,198 a classroom.

The structure which sprang up in an asparagus field during the past year is as simple as modern design can make it. Yet this particular building has caused considerable comment in school and architectural circles. Builders and school officials

in New Jersey and neighboring states have visited the school for ideas in functional simplicity that they can carry back to their own districts.

### The Need for Economy

The Penns Grove-Upper Penns Neck school district has been experiencing the same growing pains as the rest of the nation. Its buildings, too, have been strain-

ing at the seams with the influx of additional pupils each year over and above the number they were designed to accommodate.

Substandard classrooms were in use in 1954 when planning was started on the Penns Grove School.

The district was faced with the restrictions of limited borrowing power and a steadily rising tax rate. There were no funds for frills. The educational necessities were all the district could afford.

School officials and architects worked from the premise that, because of limited funds, the new building must be purely functional, that all waste space must be eliminated. Consequently, the new school was so designed that the foyers, corridors, lobbies, auxiliary meeting rooms, and other extras were kept to a minimum.

Meeting budget demands, several unique features were introduced in the design of this completely fire-resistant school building.

A prefabricated roof consists of long pieces of steel shaped like pans, with



A view (above) of the exterior of the Penns Grove elementary school, Penns Grove, N. J. — The

Ballinger Co., architects, Philadelphia.

William L. Manze is superintendent for the Penns Grove-Upper Penns Neck school district. The exterior illustration shows the multi-purpose room extending beyond. At the right is a view of the school's lobby and corridor, showing its simple yet durable construction.





# Grove School

acoustical insulation inside and insulated slag roof on top. Because the underside is perforated, the decking not only serves a structural function, but provides an acoustical ceiling without additional cost.

The long-span steel deck also completely eliminates any horizontal beams or girders. The deck itself is its own beam and is structurally independent. Thus labor costs are reduced. Today, when steel deliveries for beams and girder are months behind orders, the elimination of a structural steel building frame speeds construction. This further reduces costs.

Fluorescent lighting was used extensively



A typical elementary classroom in the Penns Grove school. Walls are painted block and floors are asphalt tile; note the generous use of tackboard and blackboard.

throughout the building. Individual unit ventilators are provided for heating and ventilation.

## Space Provision

Built to house 550 kindergarten through fifth-grade students, the school consists of 17 classrooms, a multi-purpose room, principal's office teachers' room, and combination clinic-remedial reading room.

The multi-purpose room is the hub of the building. The classrooms are grouped around it, giving the school an L-shaped design of two separate wings with the multi-purpose room at the center. The administrative section is located just off the entrance lobby and multi-purpose room.

While you will find no fancy tiling, no imposing columns, and no ornate ceilings, in this school there was no stinting on essentials.

Each room has wardrobe, storage facilities, acoustical steel ceilings, and is decorated in pastel colors. Kindergarten has its own private play area.

The 59 by 38-foot multi-purpose room contains portable tables and a rolling collapsible stage. It can be converted from a cafeteria to a recreation room or auditorium in a few minutes.

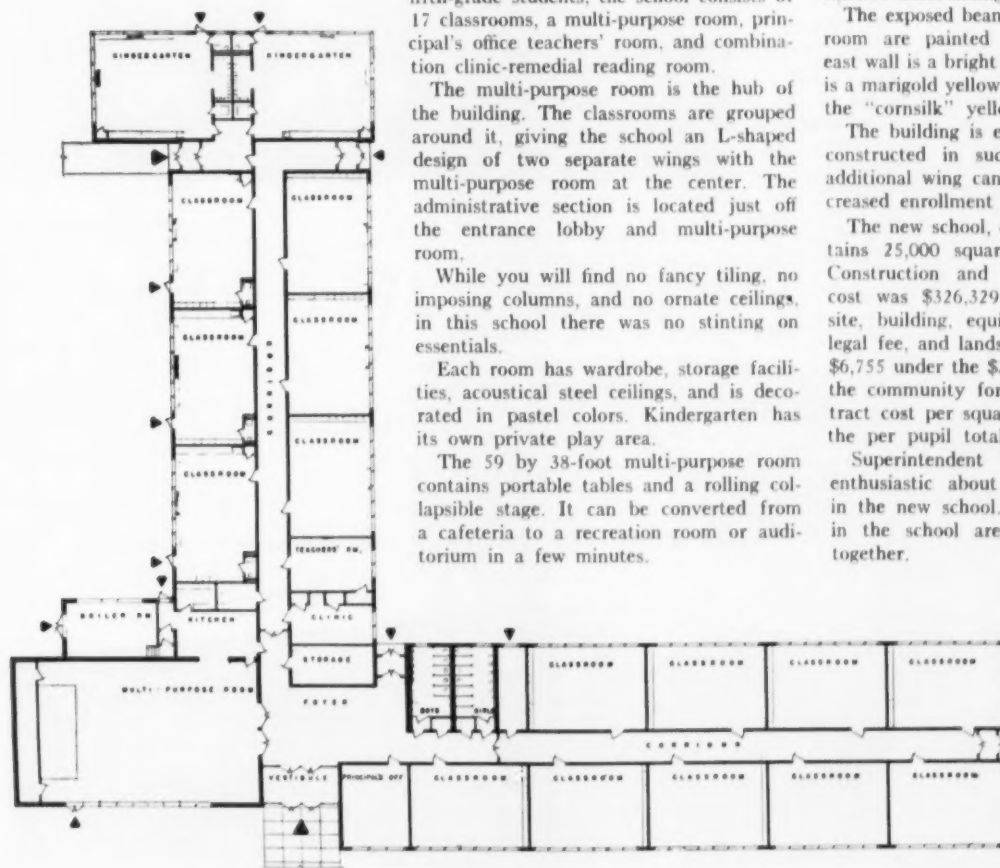
The Penns Grove-Upper Penns Neck Elementary School is a good example of how plain concrete block walls can be treated to give good decorative value. The old institutional green was replaced by bright yellows and blues to produce attractive surroundings.

The exposed beams of the multi-purpose room are painted a bright yellow. The east wall is a bright blue. The exterior door is a marigold yellow, a shade different from the "cornsilk" yellow of the beams.

The building is expandable. It has been constructed in such a manner that an additional wing can easily be added if increased enrollment should warrant it.

The new school, on an 11-acre site, contains 25,000 square feet of floor space. Construction and mechanical equipment cost was \$326,329. Total cost, including site, building, equipment, architect's fee, legal fee, and landscaping was \$373,245 — \$6,755 under the \$380,000 appropriated by the community for the project. The contract cost per square foot was \$13.65 and the per pupil total cost was \$592.

Superintendent William L. Manze is enthusiastic about the facilities afforded in the new school. Principal and teachers in the school are happy in their work together.



Penns Grove floor plan, with the basic compact "L" room arrangement highlighted.

## A Music Building for Bossier High School

The music building located on the grounds of the Bossier, La., High School was built for the purpose of housing a complete music department which is featured in the curriculum of the school. The location is near the gymnasium and the auditorium of the high school building which was constructed in 1940.

The principal rooms are the band room, the orchestra room, and the vocal room, with such other facilities as practice rooms, offices, a library, storage room for uniforms and instruments, and areas for mechanical equipment.

The principal rooms are arranged with entrances from the main corridor and exits to the exterior. These exits are of special importance when the band or orchestra is transported by bus and instruments and uniforms can be loaded directly to buses located near the exits.

Eight practice rooms are included in the plans, some of them being large enough for several musicians to practice together. Two of them are planned with direct access from the exterior so they may be used during vacation periods when the remainder of the building is closed. They are equipped with separate air conditioning units.

The architects were asked to design a building with favorable acoustical conditions that would lower the sound level within the rooms, prevent interference between rooms and prevent objectionable interference with classrooms in the high school building. This was completely accomplished by the following means:

1. The various music rooms avoid parallel surfaces and have a sloping ceiling. This condition prevents the flutter of sounds.

2. Partitions surrounding the music rooms are of solid brick to prevent the passage of sound.

3. All partitions are extended from floor to roof to avoid continuous attic space which would cause transference of sound between rooms.

4. Secondary rooms are located between the three main rooms as an aid to the simultane-

ous use of the rooms. The isolating of the band, orchestra, and vocal rooms has made it possible for the rooms to be used at the same time with no sound interference.

5. The main rooms have a vestibule sound trap at the entrance from the corridor which is highly insulated for sound absorption.

6. The air conditioning air ducts are furnished with sound baffles to prevent objec-

tionable transference between rooms.

7. The ceilings and the upper area of the walls have acoustical treatment for the purpose of lowering the sound level.

8. Doors to the music rooms are of solid slab with sound stripping at edges.

9. The building is designed without windows to prevent the passage of sound to the exterior.



The views of the band room (above), the floor plan (right) and the exterior (below) show the exterior and interior materials and the arrangement of rooms in the Bossier, La., music building — S. G. Wiener and Associates, architects, Shreveport, La. Dr. R. V. Kerr is superintendent at Bossier. The building, of masonry and steel with brick facing and acoustical plaster interior finish, had a total contract cost of \$100,000 (\$9.85 per sq. foot).





Administration headquarters  
for the large city school system . . .

## *The Dallas Administration Building*

FRANKIE WAITS Dallas, Tex.

During the great growth of the Dallas, Tex., school system (from 45,000 students, 1735 teachers and 81 schools in 1946-47 to 110,000 students, 3600 teachers and 134 schools in 1956-57), the administrative office space of the district had become grossly inadequate.

Casting about for a solution to their problem, Dr. White reported to the board that, through economical school construction and efficient administration of past bond issues, the system had "saved" over a million dollars in three years.

The problem to brace was this: Should additional schools be built with the "extra" money or should it be used to construct a permanent and adequate school administration building?

Since the Dallas schools became an independent district in 1947, administrative offices had moved from one old building to an old, but remodeled, school. The first, later used as a warehouse, was razed in 1954 for a new city auditorium site.

Dallas Superintendent W. T. White confers with three of his assistants in the dignified yet warm and friendly board room of the city's new administration building. —

Peyton C. Cooper, architect,  
Dallas, Tex.

The old school, which was built in 1893, had been used for 56 years as an elementary school, remodeled for officials in 1949, and, after 63 total years of service, had become inadequate and outmoded for a streamlined school system.

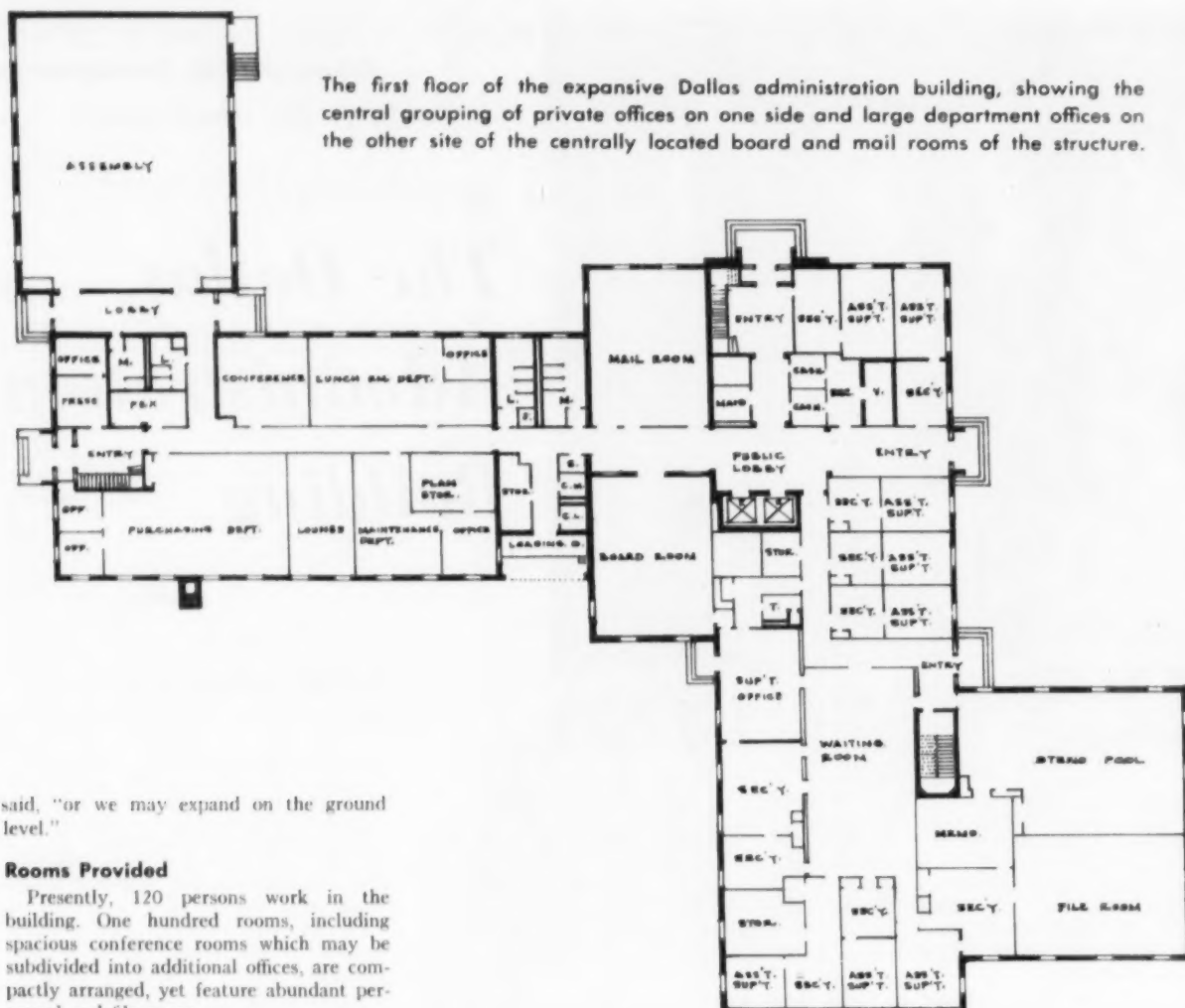
The board's decision was to build a new headquarters in the midst of a commercial and business area, three miles from downtown Dallas and almost in the very center of the school district.

The structure had to be built in two additions because there were no temporary offices for administrative personnel to use during construction.

The finished product of 72,035 square feet was a \$1,219,358, three-story, air-conditioned building designed to adequately serve the Dallas of 1,000,000 persons. It cost \$16.93 per square foot.

"The building's foundations are so that more floors may be added," Dr. White





The first floor of the expansive Dallas administration building, showing the central grouping of private offices on one side and large department offices on the other side of the centrally located board and mail rooms of the structure.

said, "or we may expand on the ground level."

#### Rooms Provided

Presently, 120 persons work in the building. One hundred rooms, including spacious conference rooms which may be subdivided into additional offices, are compactly arranged, yet feature abundant personnel and file space.

Single rooms include a walnut paneled board room with seating for 60 visitors; an auditorium for 350 persons; a public records vault; cashier's room, accounting room; a unique mailroom for all officials and principals; a coffee bar with kitchen which will in the future include an automaton; a secretarial center, located 15 steps from the superintendent's office; a spacious personnel file room; a colorful reception room to administrative suites; a mimeographing room which features such modern business equipment as a collator (for gathering sheets of paper), electric eye stapler, and a photographic machine; a telephone switchboard room for two operators where incoming calls and outgoing long distance calls are handled for the building's 100 telephones, and a professional library of more than 1000 volumes, reference books, professional periodicals, and bulletins.

In addition the building has 13 staff rooms, 11 conference rooms which will subdivide into 17 offices, three lounges, two walnut paneled elevators, the superintendent's office with connecting offices

for two secretaries, 8 assistant superintendent's offices with connecting rooms for their secretaries and files, 17 offices for coordinators and consultants including three secretarial offices, and 18 vacant rooms for six additional consultants and one assistant superintendent. Those rooms are now used for small conferences and interviews.

"We spent considerable time planning the building," Dr. White said. "The department heads recommended the space they would need to handle twice as much work as they have now."

Although the building is a block long, related offices are grouped in separate suites for the convenience and efficiency of both personnel and visitors.

Administrative offices are on one end of the first floor. The board room, cashier's cages, mailroom, stairwells, elevators, and lobbies are in the center, and the business staff (maintenance, purchasing, and lunch-room divisions), telephone switchboard,

auditorium, and press room are on the opposite end.

The second floor contains a large suite of connecting offices for the directors of health service, nursing, special education, research, and guidance. The auditor, director of athletics, library service director, professional library, Reserve Officers Training Corps, and co-ordinators of physical education, health instruction and recreation, elementary and secondary education, consultant in home and family life education, and the census department are also on the second floor.

The land buyer's office and the visiting teachers' suite of offices are on the third floor. Most of the educational staff consultants are there too: the co-ordinator of elementary education and consultants in art education, primary education, visual education, music education, instrumental music, reading instruction, and vocational education.

The boiler room is located on a subfloor.





Dr. J. L. Gibbons, consultant in elementary education, is shown at the left, searching for a book in the 1000-volume professional library of the administration building. Below is a view of the half-block long census office and record room which accommodates a regular staff of nine persons, except during census time when 57 persons are engaged.



Shown conferring around a large table in one end of the superintendent's office are Dr. W. T. White, T. W. Browne, left, assistant superintendent in charge of business, and Hollis H. Allen, co-ordinator of administrative services.



# THE SCHOOL PLANT

## Planning Schools for Today and Tomorrow

J. J. STEFAN

Vice-President, School Equipment Div.,  
Brunswick-Balke-Collender Co.  
Chicago, Ill.



This classroom in the Southwest elementary school, Evergreen Park, Ill., evinces planning for utmost flexibility.

Today's school planners assume a most significant responsibility when they form the educational policy of their community and provide the facilities to fulfill this policy. The decisions they make in school planning today will have far-reaching effects in determining the caliber of teaching and the quality of citizen the school will present to the community today, tomorrow, and in the years to come.

Today's schools, therefore, must not only be constructed to fit the needs of today's children, but must also serve the needs of tomorrow's children.

Value is the criterion followed by most school planners when considering the economic requirements of a particular school plant. Most school planners agree that the three prime factors necessary to judge value are original cost, maintenance expense, and the replacement life.

Original cost alone can be a poor basis of value. An investment in the school plant is an investment that must meet the

economic requirements of the community for the next 20 years or more. All three value factors must be considered together in an over-all concept of durability.

### Flexible Designs for Tomorrow

Modern school planning tends to the shell-type structure. The problem of handling tomorrow's educational program cannot be seen in detail today. Preparation for tomorrow, however, can be made by designing flexibility into the plant today.

Today's and tomorrow's flexibility in the classrooms is strongly affected by the investment in furnishings—the school furniture. The investment in the physical school plant, in well-trained teachers, and in materials is great. The proper investment in school furniture, while only a part of the total education investment insures the most effective use of many educational dollars spent in other areas. A poor investment in the vital area of the furniture to use in the school plant can easily destroy

much of the good planning and purchasing of many other facilities.

In terms of a 20-year investment, school furniture must measure up to the highest standards of function, comfort, and esthetic environment. Economically, the considerations of original cost, maintenance, and replacement life must be met.

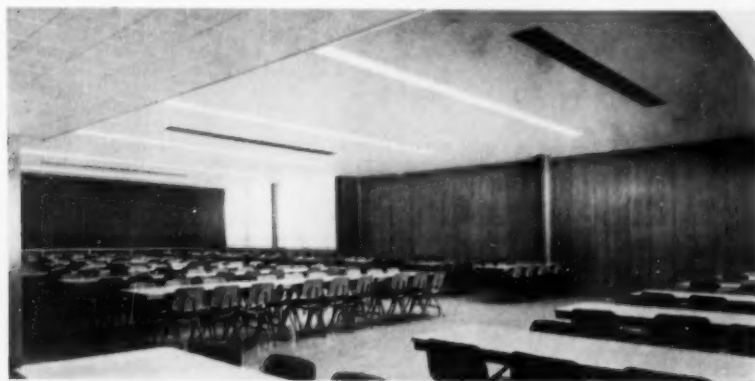
In designing and developing a line of school furniture, a progressive manufacturer must undertake an extensive research program. Teaching methods must be explored thoroughly in initial investigation. An analysis of the function of school furniture must be made; existing school furniture has to be surveyed. European developments must be studied for advantages and drawbacks. Trends of school architects must be studied; educators consulted; orthopedic and posture studies to arrive at correct principles of body support have to be made.

### Schoolmen's Ideas

When questionnaires are sent out to school administrators to determine their needs and solicit their candid opinions in school furniture redesign, words like comfort, flexibility, function, and design highlight their response.

Comfort is one of the most important factors in the selection of school furniture. There is a striking unanimity of opinion among educators on this point. Comfort definitely increases pupil ability to learn and increases teacher productivity. A comfortable student is a better student, more alert, more attentive, and better behaved.

A great deal of comfort comes from the type of seating supplied the student. The most natural type of seating is one which is composed of compound curves. Compound curves of the seat and back fit natural body contours at critical points, insuring correct posture and restful comfort.



The cafeteria and multi-purpose room of the Highland Park, Ill., high school has furniture that can stack and be moved quickly to accommodate a variety of instructional needs.

As the youthful body grows, it increases in all measurements. Proper proportioning of chairs and desks means the scientific increase of seat and back sizes, and seat height from the floor. A student in the higher grades not only needs a higher chair and desk but also a broader seat surface and a wider back surface. Chairs and desks in proportioned sizes which closely parallel the physical development of the average child are essential in planning school comfort and eye appeal.

Strong flexible metal frames with tapered legs for greater strength and shock absorption mean a great deal to comfort in classroom seating. The frames and legs must adjust naturally to body stresses and strains, various body weights, and uneven floors.

### Functional Furniture Is Mobile

Function is of equal importance with comfort when considering the needs in school planning. The function of school furniture must enhance modern, educational objectives. To get the most out of her workday, the teacher must have furniture which is functional in the broadest sense.

Today's flexible teaching techniques demand mobility. Within one period, in one classroom the teacher may want to have her class arranged in formal aisles, separated into study and project groups, or formed into a semicircular audience. The proper learning atmosphere is fully obtained when chairs, desks, tables, and cabinets can be arranged in moments to suit the teaching needs of today and tomorrow.

School furniture that nests and stacks is more functional and adds space to the classroom. With chairs and desks safely stored out of the way, in moments, precious space is immediately available for play projects, demonstrations, and rainy-day recesses. Too, stacking and nesting cut down the space needed for semipermanent storage; it eases the custodian's cleaning problems.

Desks and tables that group are essential for the utmost in teaching flexibility. Desks and tables that are particularly designed for grouping conform to any need from a two-pupil conference to a large-group project. Rectangular, trapezoidal, and half-round tables are especially well suited for this purpose. They easily and quickly fit any large-scale activity to spark new classroom interest.

Rapid convertible use of school space is possible through the use of movable cabinets, tables, chairs, and desks. For instance, the school may wish to make a temporary library out of space that is now a classroom. The change-over is simple with movable school furniture. In less than an hour, out go the chairs and desks and in come the four-tier cabinets and book trucks that will do the job—the school

has a new library in what was formerly a classroom. If the space is again needed for a classroom the reversal of the process is as quick and simple.

The drive for a functional design must be tempered with the need for good-looking, colorful furniture. Harmony in color and design in school furniture make the students more receptive and the teachers more productive. School planners should replace the cold institutional atmosphere of yesterday's school with the familiar warmth found in the home. A "living room of learning" concept should be adopted in the schools. The teacher and pupil should work in a livable, attractive atmosphere that will give a real morale lift to the teaching process.

Students thrive on color and so do the teachers. Research shows that the proper utilization of color has a psychological effect which definitely tends to increase the ability to concentrate. Judiciously used color increases the livable atmosphere.

## An open letter to school administrators:

# Concerning the Library-Cafeteria Room

Some of my colleagues and I, interested in the continued development of adequate libraries for schools at all levels, are disturbed over the present trend to combine the school library with the cafeteria. We are not sure how this trend got started. It must certainly be a part of the effort to utilize all available space in school buildings, to use it for as much as possible of the school day, and to make it serve for more than one purpose.

We fully understand your constantly present and ever increasing problem of too many children and too few classrooms. We realize that parents are demanding numerous services for their children from the public schools, even when they are no longer willing that taxes be increased to support additional services. We understand that there are standards, state-wide, regional, and national, which must be met if school ratings are attained and maintained and if graduates from high school are to assume their rightful place in the academic or industrial world today. Your job is a tough one—of that we are well aware.

However, we feel that the school library is too important to be combined with anything, especially the school cafeteria. The library is a place where students should be able to go whenever they are free from classes to consult library materials for reference purposes, to prepare a report or write a paper for tomorrow's class, to enjoy just reading a current magazine, or to check out a favorite book for home reading. The purpose of the cafeteria is to provide well-balanced lunches during the school day. The functions of the two institutions are so entirely separate and distinct it seems strange that the idea of combining the cafeteria and library ever originated. The only thing in common is that both use tables and chairs. Unfortunately,

Design is important in a "living room of learning" concept. School furniture design should keep pace with the design progress manifested in other fields—architecture, automobiles, appliances, home furnishings.

Design is important to the custodians. He knows how important it is to have temper-proof hardware on the furniture. He knows how important is the time he saves by having standardization of parts so that searching around town for odd-sized bolts or screws or a brace bar is eliminated from his duties.

The purchase of school furniture, an important phase in the construction of the school plant, is a civic responsibility. The responsibility is best met when school planners act on the basis of actual need. The actual need is not only for today but also for tomorrow and the future. Purchasing flexible and durable school furniture will fulfill the school planners' responsibility.

they both need to use tables and chairs for at least part of the school day at the same time. Since the cafeteria must function in many schools from 11:00 to 1:00, it can only mean that library work must be suspended for that period. There are further disadvantages for the library which would be subject to at least some of the heat, noise, and confusion which ordinarily attend preparing and serving lunch to a large group. And we feel there would be greater loss of books in a room which would not always be supervised.

Were the combination of cafeteria and library employed as an emergency measure for a brief, temporary period, we might feel that such library service is better than no library service. However, many new school buildings are including this type of "multi-purpose" room. We ourselves have handled a plan for the combination in a proposed new elementary school building and another combining the study hall with the cafeteria in a proposed new high school building. These buildings are for future years and the library would long remain connected with the cafeteria. Until the librarians and cafeteria managers of the system were called in belatedly to see the plans, nobody seemed to think the combination strange. You may be interested to know that *both* the librarians and cafeteria managers raised objection. Yet the administrators, we should say, are excellent schoolmen and more than usually conscious of library needs.

This is an open letter to school administrators who, feeling that they have found solution to a persistent problem, may discover too late that the "multi-purpose" room, combining the school library with the cafeteria, serves adequately for neither purpose.

—Miss Azile Wofford, Associate Professor of Library Science, University of Kentucky, Lexington.



# THE AASA CONVENTION

examined in critical detail  
almost every aspect of present-day  
school administration . . . treated  
optimistically education's three  
leading problems . . . and functioned  
as smoothly as a three-ring circus.

The 33rd annual meeting of the American Association of School Administrators, held in Atlantic City, February 15 to 20, touched in four of its general sessions upon the convention theme, "Schools on the Threshold of a New Era," but the 16,000 schoolmen and women and the more than 3000 exhibitors were treated to a long series of unrelated meetings and conferences in which almost every aspect of present-day public school administration was examined in critical detail. While some reference was made to the three leading problems in education — federal aid for school building construction, the need for more funds, and teacher shortage — little more than casual attention was given to these matters in the meetings and resolutions.

The AASA conventions have become so large and the meetings so numerous that perhaps very few men and women present got similar impressions concerning the importance of current problems. A board of education member, for example, and an educator interested in curriculum research, would arrive at entirely different conclusions concerning the usefulness and the quality of the sessions. A board member particularly would be impressed by the smooth functioning of the convention management and the uniformly high quality of the papers and discussions.

## The General Sessions

Perhaps the most significant address of the week, pertinent to the convention theme, was delivered by Supt. John H. Fischer, of Baltimore Md. He argued that the rapid changes in American social, political, and technological situations necessarily will involve striking and completely new approaches in education if man is to utilize the means progressively available for liberating his mind, his free activity, his spirit — the essential human qualities that set him apart in all the universe and make him a man. As the mission of the school grows steadily more critical and

more difficult to accomplish, the urgency increases for finding better ways to assist teachers and to conserve their competence. The new forms of knowledge will continue to release men and will require a re-study of education to make better use of our new spiritual distinction rather than material opulence. America occupies a new position in the world, a position of influence over other nations. More than ever in history, all nations are bound inseparably together and our education must recognize that fact.

## Television Education

In a discussion of mass communication and its relation to what may be termed the crisis in education, Prof. Charles A. Siepmann, of New York University, argued that the proper use of television will enable the good teacher who has been limited for centuries by the limited range of the human voice and the confining walls of the classroom, to reach electronically hundreds or even thousands of students. The peculiar nature of television broadcasting makes it necessary for the student to be alert to only what the teacher wants him to see, when and where he wants him to see it. This introduces a mass control over myriad distractive factors in normal classroom situations. Closed circuit television will not displace teachers in the classrooms but will help them assume a new and imaginatively stimulating role. Television is a revolutionary power put in our hands with which to reshape the basic structure of our educational system.

## Federal Aid Advocated

At the fourth general session Monday evening, three economists — L. V. Chandler of Princeton, Seymour Harris of Harvard, and Bearsley Ruml of New York — answered the question, Where do we get the money for our schools? by chorusing, from the Federal Government.

Increasing draining of local revenue by federal income taxation leaves less for states and municipalities to use for school support; the money returned by Washington — after handling expenses — is too often earmarked by states for other services, leaving the schools on the short end of the tax dollar. Dr. Chandler quoted appropriate figures to indicate the "nation can supply the money for our schools without deprivation." "Proper allocation of local, state, and federal funds between municipal services" with more revenue for schools was cited as a pressing need by Dr. Harris.

Mr. Ruml suggested an expenditure scale in federal aid to public schools along the following amounts: "Fiscal year 1958 with a per capita child in public school payment by the Federal Government of \$20, and that this amount be continued in the fiscal year 1959. In subsequent years the amount should be raised to \$80 per capita in two or three steps, reaching this figure in the fiscal year 1961 or 1962. The aggregate amount for this latter sum, Mr. Ruml estimates, would be in the neighborhood of \$3¼ billion. And this amount should be handed over "without the rigidity and interference usually associated with the responsible use of federal funds."

## Education of a Politician

A paper on the "education of an American politician," read on Wednesday morning, gave Senator John F. Kennedy of Massachusetts an opportunity to call attention to the need for every American to be a politician, because the implications of national policy necessarily make politicians of us all, and of looking upon political officeholders, including school board members, as public servants and community leaders. If American officeholders are to exercise their control with a wholesome discretion, "their discretion must be informed by education" and that

(Concluded on page 102)

They keynoted  
the convention's  
national and  
international  
topics . . .



T. K. Glennan



N. Cousins



Y. C. Yang



J. F. Kennedy



B. Ruml

# THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

## FEDERAL SCHOOL BUILDING AID

IN THE welter of arguments and organizations supporting and opposing the Eisenhower proposals for federal aid for needed local schoolhouse construction, there has been one disturbing, antagonistic statement, and one exceedingly encouraging proposal.

Among the opponents, most of whom have been more emotional and selfish than rational, the charge of the U. S. Chamber of Commerce to the effect that the shortage of classrooms has been exaggerated, arouses reasonable concern about the actual situation.

On the other hand, the NEA proposal for a realistic compromise plan has appeared most helpful. Under the NEA plan, a flat grant would be made to each state on the basis of actual enrollment. In addition, a second grant would be made to the seriously needy states on the basis of their economic status. Wealthy states, like New York and California, would receive at least \$9.40 per child enrolled, while the needy states, like Mississippi and Arizona, would receive as much as \$22.07 per child.

As of the second week in March, a compromise such as the NEA proposes seems necessary, if any of the bills in Congress is to pass. Without full consideration of the economic want of the Southern states, any federal aid legislation will be largely futile.

## VACATION RECREATION

SOME years ago the director of school extension in a large city bluntly said that in his community the schools cannot hold their own in the total operation of summer recreation and vacation playgrounds. He asked for co-operation on the part of municipal departments and volunteer citizens' organizations in order that the playground and vacation activities be arranged to meet the physical, recreational, and social needs of all the children and young people. He made it clear finally that the schools cannot and should not be expected to finance the entire summer projects, because many of the activities were equally functions of the parks and playgrounds, of the public library, of the health authorities, and of the social service organizations, both public and private.

It is only common sense to consider the summer playground activities a total community enterprise, in which the widest sort of teamwork between public and private agencies will reach the largest number of children and adults and will be adapted to the desires and needs of the people in each of the neighborhoods.

In most cities, an effective program is not possible without the active leadership of the board of education and of the professional administrative staff. It has been observed that supervision, personnel, and program assume a higher level of quality and satisfaction when the school authorities hold

the directive control. Co-operation with related municipal and private agencies is none the less important. The exploration and planning of a community recreation program is a good project for a citizens' school committee.

## TEACHING FOREIGN LANGUAGES

THE teaching of foreign languages, particularly to very young children and to adults has changed widely during the past decade. Our relations with the nations of the world during and following the World Wars, has completely changed our attitude on the teaching of modern languages, and the results of the instruction are far more effective and lasting than they were during the periods before and immediately after the World Wars.

It is to be regretted that much of the teaching of modern languages in our high schools during the decades previous to 1940, was largely a waste of time and effort. So many fine-spun theories were applied and the teaching was so technical and so far removed from ordinary life interests and everyday uses that the majority of students derived practically no benefit. They learned numerous details of grammar and rhetoric, but they could read only haltingly, and their skill in writing and speaking faded rapidly so that few of them had any practical use of their learnings two or three years after they had left school or college.

One of the happiest and most promising innovations in elementary language education is the development of the new type classes in the middle and upper grades. In these, the teachers invariably have a command of the language equivalent to that of a native-born Frenchman, German, Spaniard, or Italian. The teachers too have full familiarity with the culture, the music, and the customs of the respective country whose language they teach. The spoken language is strongly emphasized, and original projects, songs, and folk festivals give zest to the solid instruction.

Many of the methods used in the grades are carried over to the high schools. There is much use of audio-visual materials and informal use of the language in class and in cultural activities. Instead of providing a doubtful ability to read the old classics, the children have contacts with everyday speech as this is met in the homes, in travel, in commerce, in the occupations, and in periodicals and current books. The teachers who have mastered their respective languages are able to emphasize oral-aural skills with a certainty that comes from complete mastery.

It is to be hoped that the new teaching of modern languages will continue to seek objectives that emphasize the everyday and continued life skills in speaking and ordinary writing. Fortunate the boy or girl who has such instruction and who, in addition, has parents who strongly support the work of the classroom.

A good school plant fulfills the needs of the pupil and his educating process, and by doing so achieves a trilateral balance among these three great considerations—educational activities, environmental controls, and financial aspects.—*W. W. Caudill*

Knowledge has become so complex and is advancing so fast that no nation can hold its place as a leader in the world today without a great body of men and women with top intellectual attainments spreading through all the fields of human activity.—*Hollis L. Caswell*

Ancient complaint: We learn our lessons not for life, but for school.—*Seneca*



# *If you are planning a new school building*

## YOU NEED TO KNOW THESE THINGS ABOUT GLASS

The proper use of L·O·F glass can save you money in upkeep and maintenance for the life of your school. The purpose of this article is to acquaint you with the properties and unique characteristics of the best types of glass available to you and your architect.

### IT WILL ANSWER SUCH QUESTIONS AS:

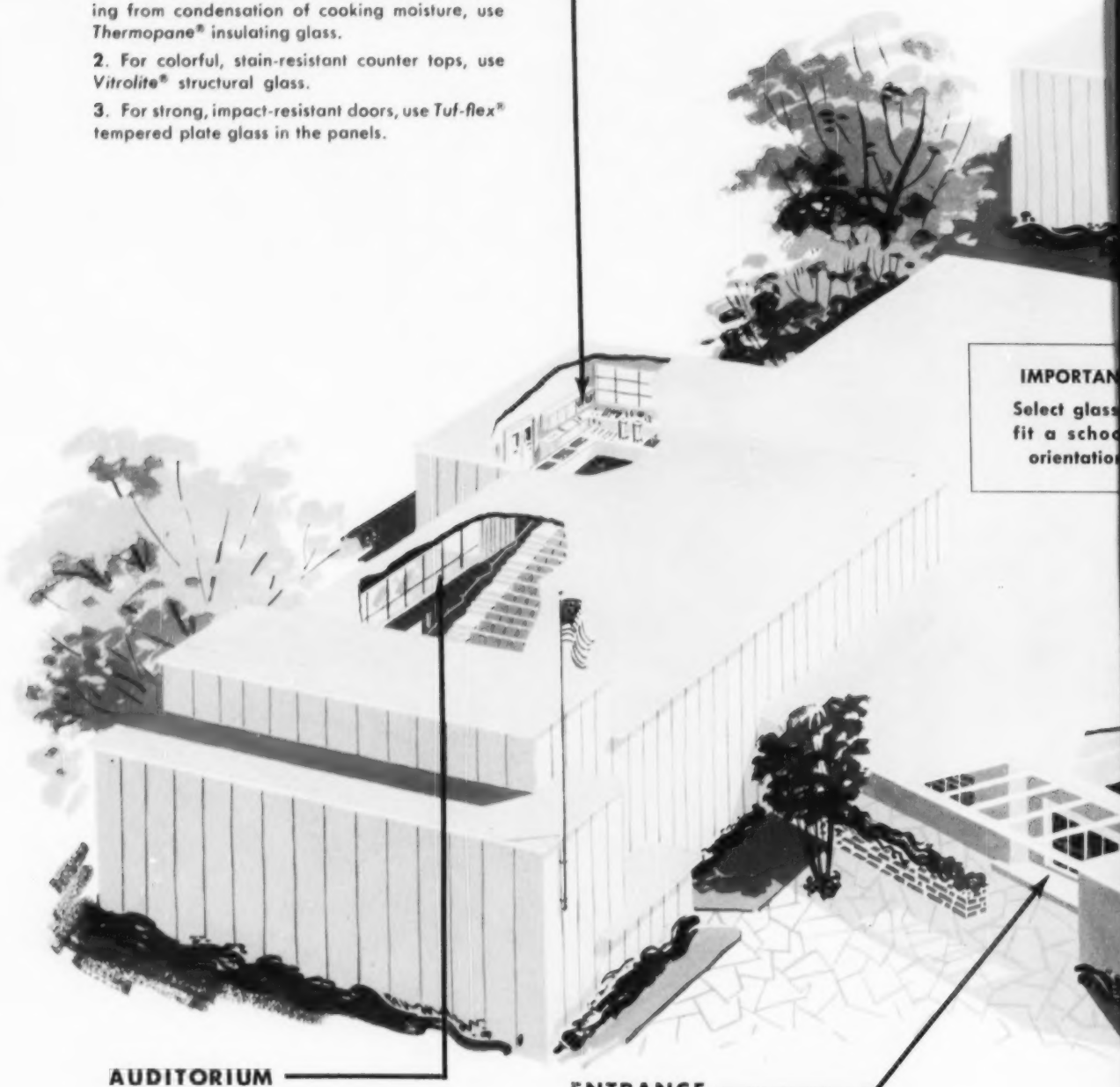
- What kind of glass will insulate large window areas?
- What kind of glass will reduce window breakage?
- What kind of glass is most distortion free?
- What kind of glass can provide light and privacy at the same time?

You will find the answers to these and other questions on the following three pages . . .



## CAFETERIA

1. To reduce chances of steamy windows, resulting from condensation of cooking moisture, use *Thermopane*<sup>®</sup> insulating glass.
2. For colorful, stain-resistant counter tops, use *Vitrolite*<sup>®</sup> structural glass.
3. For strong, impact-resistant doors, use *Tuf-flex*<sup>®</sup> tempered plate glass in the panels.



**IMPORTANT**  
Select glass  
fit a school  
orientation

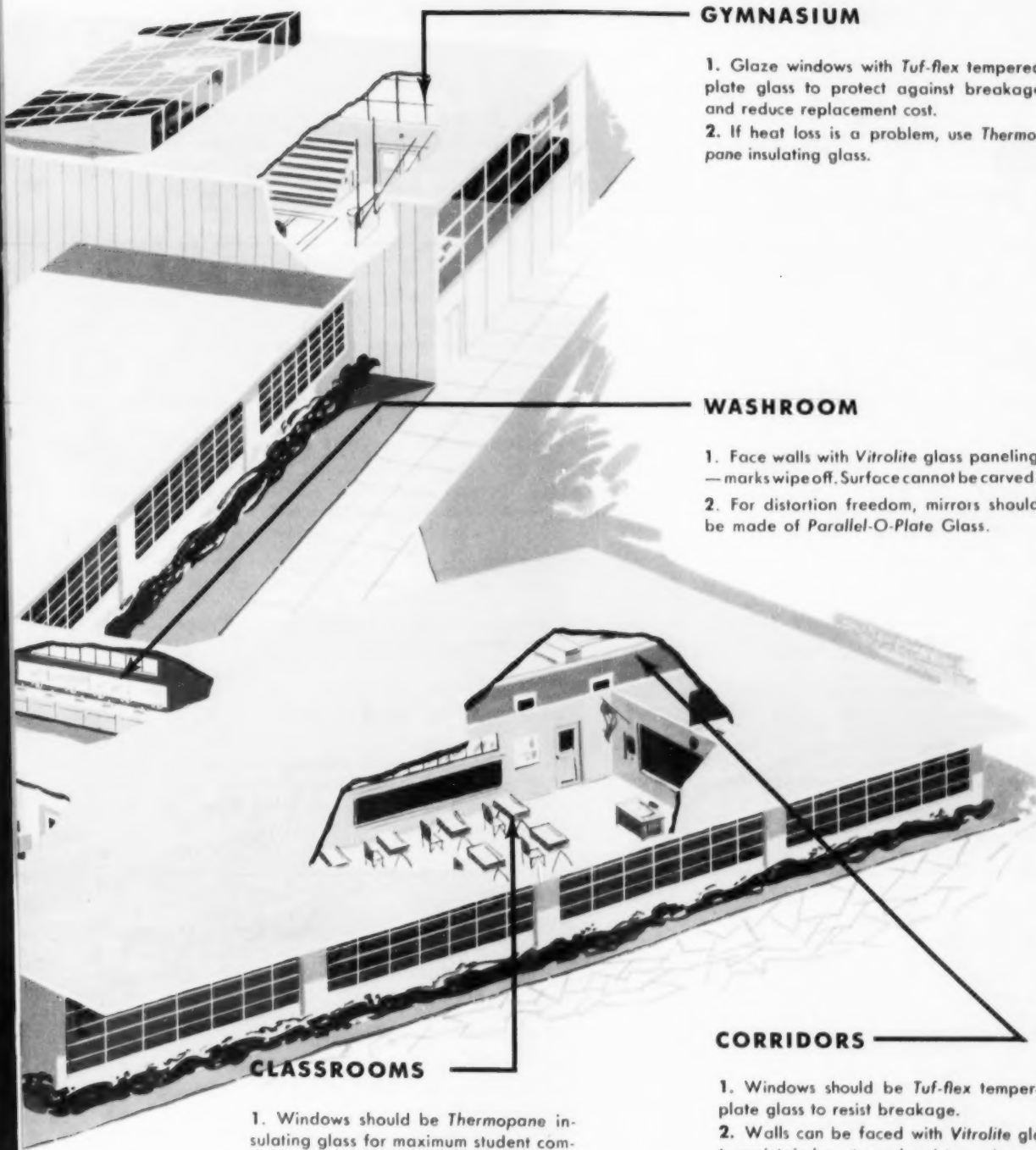
## AUDITORIUM

1. To help keep playground noise from disturbing auditorium activities, use sound-reducing *Thermopane* insulating glass.
2. For doors, use *Tuf-flex* tempered plate glass.

## ENTRANCE

1. To reduce heat loss in large glass areas, use *Thermopane* insulating glass. For maximum freedom from distortion, use *Thermopane* made of *Parallel-O-Plate*<sup>®</sup> Glass.
2. For greater visibility and impact resistance, use *Tuf-flex* tempered plate glass doors.
3. For colorful, glistening exterior, *Vitrolux*<sup>®</sup> glass panels are recommended for curtain walls.





## GYMNASIUM

1. Glaze windows with *Tuf-flex* tempered plate glass to protect against breakage and reduce replacement cost.
2. If heat loss is a problem, use *Thermopane* insulating glass.

## WASHROOM

1. Face walls with *Vitrolite* glass paneling — marks wipe off. Surface cannot be carved.
2. For distortion freedom, mirrors should be made of *Parallel-O-Plate Glass*.

## CLASSROOMS

1. Windows should be *Thermopane* insulating glass for maximum student comfort, reduced heat loss, less transmission of outside noise and sun heat.
2. If windows face playground area, *Tuf-flex* is recommended for maximum safety.

## CORRIDORS

1. Windows should be *Tuf-flex* tempered plate glass to resist breakage.
2. Walls can be faced with *Vitrolite* glass to maintain beauty and resist marring.



# Facts

## ON L·O·F GLASS FOR SCHOOLS



POLISHED  
PLATE GLASS

L·O·F *Parallel-O-Plate* is twin-ground plate glass . . . both sides are ground simultaneously to make the surfaces more parallel and, therefore, more distortion free.



MIRRORS

The amazing degree of parallelism in *Parallel-O-Plate* Glass is particularly important in the manufacture of mirrors, where any imperfection of reflection would be undesirable.



TEMPERED  
GLASS

L·O·F *Tuf-flex* tempered plate glass is three-to-five times stronger than regular plate glass of the same area and thickness. A half-pound steel ball, dropped from a height of ten feet, bounces harmlessly off a piece of  $\frac{1}{4}$ "-thick *Tuf-flex*.



WINDOW  
GLASS

L·O·F window glass gives greater clarity of vision and high light transmission at low cost.



INSULATING  
GLASS

L·O·F *Thermopane* provides visibility through an insulated wall. Dry air is hermetically sealed between two panes by L·O·F's *Bondermetic Seal*®. *Thermopane* saves heat—keeps interiors warmer, quieter.



STRUCTURAL  
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# Encouraging Citizen-Educator Teamwork

ELAINE EXTON

"We are hopeful," Neil McElroy wrote President Eisenhower last April in his letter transmitting the Report of the Committee for the White House Conference on Education, "that the program of educational conferences will be the real beginning of an intensive and continuing effort to acquaint millions of citizens with the needs of their schools and to inspire them to meet these needs."

During the past twelve months there has been ample evidence that this hope is being realized. Many educational spokesmen have attributed to the Washington meeting and its preliminary state and local conferences an improved climate of opinion that has facilitated educational advances and there is widespread recognition that one of the chief values of the Conference lay in the public attention it attracted to educational problems.

Many of the states are carrying out follow-up activities based on one or more of the six White House Conference discussion topics, namely, (1) What Should Our Schools Accomplish? (2) In What Ways Can We Organize Our School Systems More Efficiently and Economically? (3) What Are Our School Building Needs? (4) How Can We Get Enough Good Teachers—And Keep Them? (5) How Can We Finance Our Schools? (6) How Can We Obtain Continuing Public Interest in Education?

### Little White House Conferences

Little White House Conferences patterned after the Washington meeting have been held in Missouri, Oregon, Pennsylvania, and Tennessee, among other places, to keep the public informed on current school needs.

At Dade county, Florida's, Little White House Conference last fall all six subjects were on the agenda. In Missouri topics 1, 4, and 5 were the focus for discussion at six regional conferences in September, 1956—questions which were further threshed out at county and district conferences of a similar nature.

One of the most extensive programs of this kind has been undertaken in South Carolina where more than 350 community meetings were held throughout the state in November with over 50,000 people attending. These were called to acquaint citizens with the facts about the teacher shortage in the state and consider how

to get funds to support the schools.

The program originated at a three-day workshop of the South Carolina Association of School Boards attended by representatives from the State Education Association, State PTA, State Chamber of Commerce, and Federated Women's Clubs. The gatherings were organized by first having six Congressional meetings throughout the state—then working down to county meetings, to district meetings, and finally to local meetings, many in school-houses.

Robert Lee Scarborough, State School Boards Association President, reports that "the local communities are now working together as a solidified unit on a state-wide basis to solve certain educational problems and get special legislation passed to help work out various educational problems."

### Other Follow-Up Activities

States whose Governors have established Post White House Conference Advisory or Follow-Up Committees on Education include Arkansas, Oregon, Pennsylvania, Wisconsin, and Wyoming. In Illinois such action took the form of a state-wide committee devoted to promoting topic 6 on Continuing Public Interest in Education, while, with the diversity characteristic of our American democracy, in such states as Colorado, Indiana, and Nevada State Citizens Councils have been appointed as an outgrowth of the White House Conference.

Fiscal and legal improvements recommended by such Governor's committees or by the White House Conference itself have already been considered by some state legislatures.

Arkansas public schools, for instance, will receive \$14,300,000, of which 90 per cent is earmarked for classroom teachers salaries, out of the \$22 million annual tax program recently passed by the state legislature in addition to present levies. This achievement stems from activities of the 56-member Advisory Committee on Education appointed by Governor Orval E. Faubus after the Arkansas delegation's return from the White House Conference.

Impressive gains have also been made in Wyoming where the conclusions of the Wyoming Citizens' Committee on Educational Problems have been turned over to the Wyoming Legislative Interim Committee and aided their preparation of

perinent legislation for submission to the 1957 session of the Wyoming Legislature.

Acknowledging that its committee "has been given enormous help during the past four years by a state-wide program of citizen participation in the study of public education in Wyoming," the Legislative Interim Committee has "strongly" recommended that the Governor and the State Legislature provide a method for continued citizen participation in school studies and for continuation of the Wyoming Citizens' Committee and has urged that Governor Milward Simpson call a Third Governor's Conference on Education, to be held in November, 1958.

E. L. Newton, the Executive Secretary of the Wyoming Citizens' Committee on Educational Problems, explains that "following the White House Conference in 1955, this Committee conducted a series of 'reports' in which participants at the White House Conference visited most communities of the state to talk about Conference findings and suggestions for future action." Partly as a result he relates, this Committee has continued its work during the past two years and in September published its Second Biennial Report on Public School Problems in Wyoming.

### Building Stronger Public Support

At least half a million citizens were involved in the White House Conference on Education and the preparatory meetings that preceded it. How best to tap this reservoir of citizen interest and keep it active in support of better schools merits the thoughtful consideration of school board members and administrators.

Some of the ways that are being used to do this have just been discussed. Below are furnished capsule accounts of four new programs which afford opportunities for representatives of a variety of citizens and professional (educator) groups to study and participate in activities designed to further a better understanding of local school problems. Pertinent services available from the U. S. Office of Education and the National Citizens Council for Better Schools in working with lay groups are also summarized.

### Related Federal Action

Most of the steps that Samuel M. Brownell, as U. S. Commissioner of Education, outlined at the closing session of the White House Conference as the Office of Education's post-conference responsibilities for encouraging citizen-educator teamwork are now realities.

As a result of the increased appropriations the Office of Education received from the last session of Congress (\$5,270,000 for salaries and expenses for the 1957 fiscal year as compared with \$3,240,000 for this purpose in 1956), the Office has been able to increase its consultant services and the branch which collects statistics on education has been strengthened by the addition of 49 employees; a new program of educational research in co-operation with colleges, universities, and state departments of education has been instituted; and the activities of its Publications Services have been expanded so that the Office can both collect more facts on more aspects

## WORD FROM WASHINGTON

of education and make them more readily available.

Early in 1956 the 23 national organizations which advised the President's Committee for the White House Conference on Education were invited to form an Office of Education Advisory Committee of National Organizations. All are now sponsoring activities intended to maintain an informed public interest in education.

"To increase public efforts—local, state, and national—to meet the rapidly expanding educational needs of children and youth," for example, is one of the current program goals of the National Congress of Parents and Teachers whose membership exceeds 10 million.

Hitched to the premise that "fruitful action is most likely if we break down this problem into six component problems, as did the White House Conference on Education," recommended activities include promoting the widest possible circulation of state and national White House Conference reports; playing a leading role in plans and preparations for continuous follow-up conferences, community and state-wide; suggesting that the school board involve the community in a periodic examination of school goals and report the results at community-wide meetings.

The Advisory Committee of National Organizations' secretariat is headed by Mrs. Henry Grattan Doyle who has been put

in charge of a new Publications Services unit created to continue and co-ordinate services with national groups, a role similar to her work with the White House Conference staff.

Publications Services also has the responsibility of developing exhibits for display at national citizens meetings and of preparing a monthly *Education Fact Sheet* with news of Office of Education happenings, current education programs and publications of national organizations, regional activities implementing White House Conference findings.

### Post High School Conferences

At the national level action has stemmed, too, from the White House Conference Committee's finding that "a White House Conference on Higher Education, similar in scope to the program just concluded (December 1, 1955) on the needs of elementary and secondary schools, be held promptly to consider the complex problems facing, or soon to face, the nation's colleges and universities (since) the flood of students now in the elementary and secondary schools is not far away" (and with almost twice as many children born in the United States in 1956 as in 1936, by 1970 college enrollment is expected to be almost doubled).

Agreeing that "our vision would be limited if we failed at this time to give special thought to education beyond the high school," in March, 1956, President

Eisenhower appointed a 36-member committee of lay persons and educators headed by Devereux C. Josephs, board chairman of the New York Life Insurance Company, to make a broad-scale study of all types of formal post-high school education, both public and private, ranging from the traditional four-year college to educational services to adults and including such things as technical institutes, training in industry and in the armed forces, community colleges, and professional and subprofessional schools.

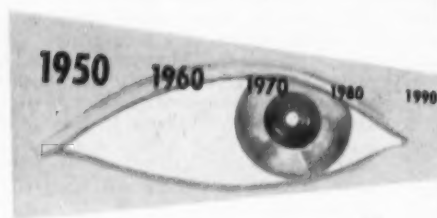
Besides bearing responsibility for making recommendations to the President and Congress on federal policies, the Committee sees its mission as encompassing these three main tasks: (1) uncovering the salient facts and alerting the American people to them; (2) stimulating informed public discussion that will "encourage active and systematic attack" on the most critical issues; (3) developing, "through studies and conferences, proposals in this educational field" to guide citizen action in co-operation with institutions and government to reduce at least some of the major emerging problems.

To attain these goals the Committee has published an Interim Report to the President<sup>1</sup> "to provoke discussion and get

(Concluded on page 86)

<sup>1</sup>While the supply lasts individual copies of their *First Interim Report to the President* may be obtained free from the President's Committee on Education Beyond the High School, Health, Education, and Welfare Building—South, Washington 25, D. C.

## LIBRARY FURNITURE



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Reflecting the Company's continued emphasis on quality as well as quantity, huge new dry kilns have been installed and are in operation. Dozens of new, heavy-duty machines are being installed; factory floor space is being greatly increased; new salesmen, new plant and office personnel have been added. These are but a few of the important steps undertaken by Myrtle Desk Company in recognition of the tremendous demand for Mid-century library furniture.

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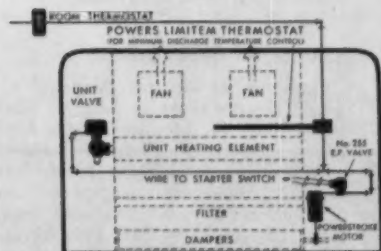
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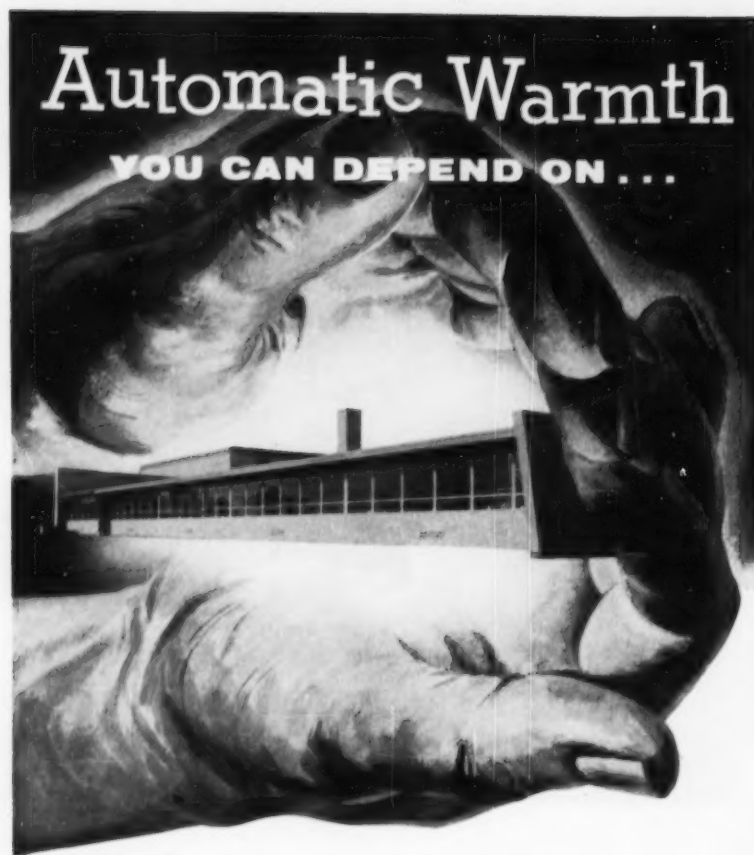
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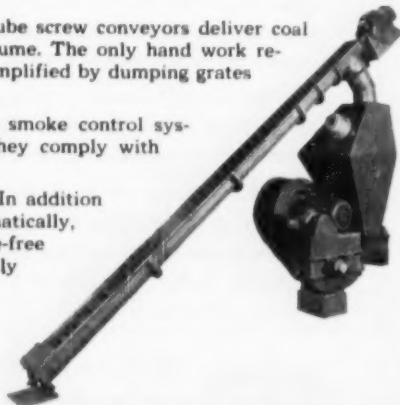
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## WORD FROM WASHINGTON

(Concluded from page 84)

reactions from as many people as practicable before coming to final conclusions," is issuing a workbook supplying background information, and has established machinery for holding five regional conferences this spring where national problems of post-high school education will be considered in the light of regional conditions. Some typical discussion subjects are the shortage of qualified teachers at all levels, the need for improved guidance and counseling in schools and colleges, the importance of better articulation between secondary and post-secondary education, the role of the community college.

The plans for these meetings were drawn up by educational and civic leaders attending workshops organized last fall under the auspices of an organization or institution in each region selected by the President's Committee. Here the participants mapped out agendas and set up committees to conduct the conferences which the President's Committee will sponsor.

These regional meetings are expected to prepare the way for the holding of state conferences called by each Governor this fall which will reflect back to the President's Committee the thinking of a representative cross section of the American people.

The new Health, Education, and Welfare Department budget is seeking a supplemental appropriation of \$650,000 for this purpose and an additional \$300,000 to pay the salaries and expenses of the President's Committee in the coming fiscal year. Secretary Folsom has moreover transmitted legislation to Congress authorizing an appropriation of \$2,500,000 a year for three years to provide grants to the states for the operation of state committees which will study the needs and co-ordinate plans to provide for the expected flood of post-high school students.

Pointing out that much of the follow-up necessary to assure a broad range of educational opportunities to meet the needs of the additional millions in our population will have to take place in the local communities, Elvis J. Stahr, Jr., the Executive Director of the President's Committee on Education Beyond the High School, emphasizes that after the state meetings, the next step is community conferences where local school boards can play a key part. Whether a national conference will be held in the late fall of 1957 or the early spring of 1958 as a climax to all this study in the field of higher education has not yet been determined.

### Council for Better Schools

Activities of the sort discussed in this article are described as welcome allies by Henry Toy, Jr., president of the National Citizens Council for Better Schools whose main purpose is arousing public interest in school affairs and helping to convert this into action for educational improvement. He considers their growth "augurs well for a hopeful break-through to solving school problems."

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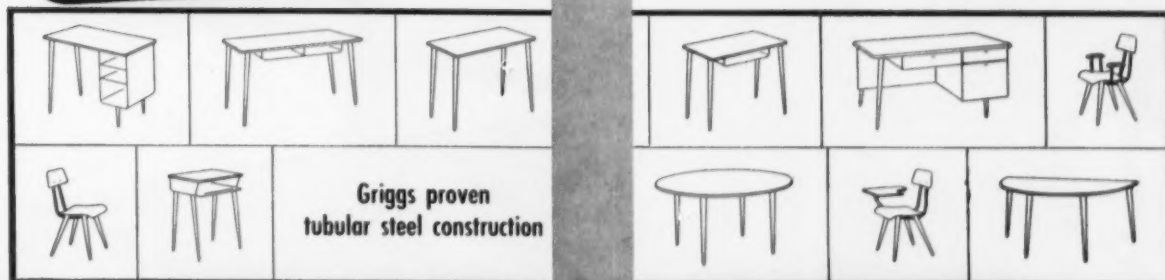
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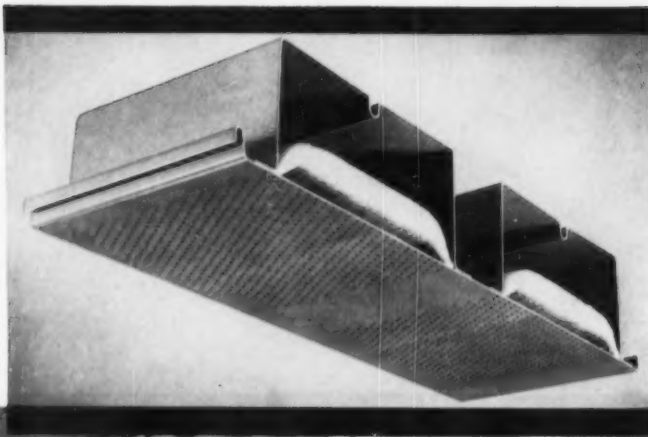


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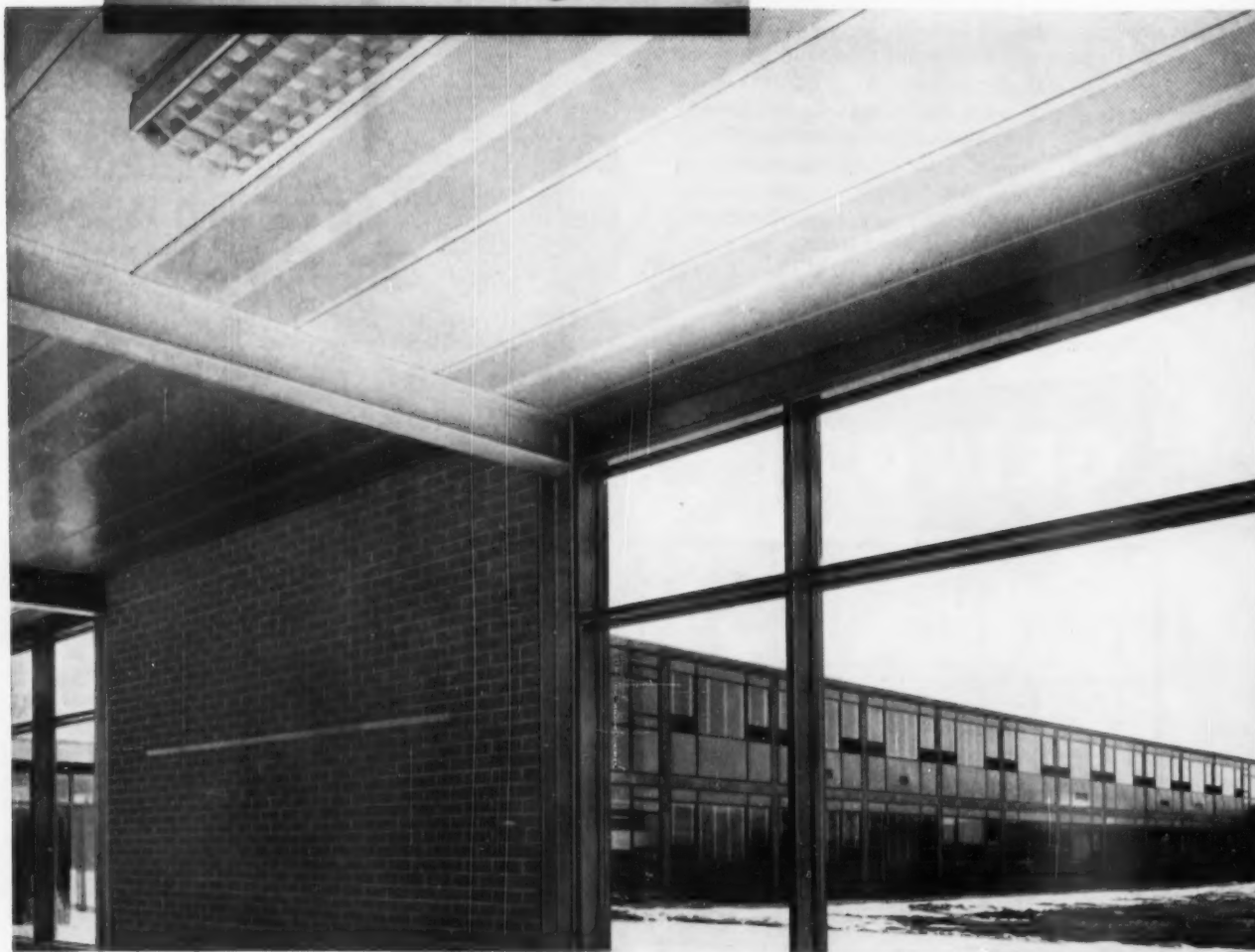


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*Contractor:* Mead & Mount Construction Co., Denver, Colorado.







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# FINANCE & TAXATION

## SCHOOL BOND SALES

During the month of January, 1957, permanent school bonds for school construction purposes were sold in the amount of \$288,984,018. The largest sales were made in:

California	\$14,656,000	Minnesota	\$ 6,042,000
Connecticut	35,815,000	New York	17,053,000
Illinois	9,976,000	Ohio	15,658,000
Kansas	8,397,000	Pennsylvania	8,270,000
Louisiana	10,038,000	Texas	21,731,000
Massachusetts	6,441,000	Washington	18,374,000
Michigan	17,270,000	Wisconsin	3,506,000

As of February 20, 1957, the average yield of 20 bonds was 2.98 per cent.

## SCHOOL CONSTRUCTION

During the month of January, 1957, Dodge reported contracts let in 37 states east of the Rocky Mountains for school buildings with a total valuation of \$184,243,000. For the 11 western states, Dodge reported projects let for a total valuation of \$39,698,000. The total for the 48 states was \$233,941,000.

## NEW MILLAGE

The Detroit, Mich., board of education has ordered that a request for additional millage be placed on the April ballot. The voters will be asked to approve a three-mill increase in assessed valuation for two years, which will raise the tax levy to 15.81 mills. The current millage request is a stopgap measure for extra millage levies to expire in 1959. To formulate long-range plans, the board has selected a 38-member citizens' advisory committee on school needs.

## SCHOOL FINANCE

★ Kalamazoo, Mich. The board of education has approved a complete program of investments to yield extra money for the school system. The program calls for (1) investment of \$450,000 of general fund monies in U. S. Treasury notes, to yield 3.5 per cent; (2) \$250,000 of debt service monies in Treasury notes, to yield 3.5 per cent; (3) \$300,000 of building and site monies, to yield 3.7 per cent; (4) \$88,000 of library building monies, to yield 3.65 per cent.

★ Voters of Los Angeles, at an election in April, will be asked to approve an increase in school-tax limitations. Two propositions ask for an increase in tax ceilings in two of the three city school districts—elementary school and junior and senior high school divisions.

If approved, the propositions will be increased \$1.30 and \$1.35, respectively, and will bring the total tax limitations of the three districts to an even \$3 for operating expenses. The new tax limitations are needed to finance a vast educational program which must be carried out and because the current tax rates have reached the ceilings already established.

★ The school board of Glen Rock, N. J., in the preparation of its 1957 budget, has reported increased expense all along the line, with the largest increase in the current expense column which includes salaries of employees. An increase in the teachers' salary schedule in three categories is proposed, to include graduates of four-year schools, five-year graduates, and those holding a doctorate.

## NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Mo.
School Building Construction <sup>1</sup> .....	Jan., 1957	\$233,941,000	\$249,256,464
Total School Bond Sales <sup>2</sup> .....	Jan., 1957	\$228,984,018	\$144,708,853
Latest Price, Twenty Bonds <sup>3</sup> .....	Feb. 20, 1957	2.98%	3.12%
New Construction Expenditures <sup>3</sup> .....	Feb., 1957	\$235,000,000	\$254,000,000
Construction Cost Index <sup>4</sup> .....	Feb., 1957	650	649
Educational Building, Valuation <sup>5</sup> .....	Nov., 1956	\$120,600,000	\$125,000,000
Wholesale Price Index <sup>6</sup> .....	March 5, 1957	116.8	116.8
U. S. Consumer's Prices <sup>6</sup> .....	Jan., 1957	118.2	118.0
Population of the U. S. <sup>6</sup> .....	Jan. 1, 1957	169,661,000	169,177,000

\*Compiled March 8, 1957.

<sup>1</sup>Dodge figure for U. S.

<sup>2</sup>Bond Buyer.

<sup>3</sup>Joint estimate, Depts. of Commerce and Labor.

<sup>4</sup>American Appraisal Co., Milwaukee.

<sup>5</sup>U. S. Dept. of Labor.

<sup>6</sup>U. S. Dept. of Commerce.

## BONDS APPROVED

The East Baton Rouge parish school board, Baton Rouge, La., was gratified to learn on October 16, 1956 that the voters have voted two to one in favor of a \$46½ million school bond issue and a one-mill maintenance tax.

This was followed up on December 12 with the sale of \$4,000,000 of the bonds. The parish board has invested the proceeds of the sale of bonds not needed for current expenditures in bonds of the U. S. Treasury. The balance of the proceeds were deposited with the several local banks in proportions established by the fiscal agency agreement between the parish board and the banks.

The proceeds of the bonds will be used to finance an ambitious building program, including 22 new elementary schools, two junior high schools, one junior-senior high school, two senior high schools, 26 additions to elementary schools, 10 junior and senior high school additions, renovations to 68 existing schools, and 144 classrooms for use as population trends develop.

The entire program is expected to cost more than \$46,500,000.

★ The Arlington, Va., school board has been permitted to market \$6.7 million in bonds, which had been tied up since June, 1956. The voters had approved a \$5 million school bond issue and a \$2.2 million bond program for county improvements. The election was challenged by two Arlington residents, but the Circuit Court upheld the election, and the Supreme Court refused to review the lower court's finding.

## SCHOOL BUDGETS

★ The Montgomery County, Md., school board has set up a budget of \$29.3 million for capital and operating expenses in 1957-58.

★ Memphis, Tenn. The board of education has adopted a budget of \$15,509,289 for the fiscal year 1957-58, an increase of \$2,118,026. The largest item is \$11,331,400 for instructional expenses.

★ Passaic, N. J. a budget of \$4,365,949 has been adopted for 1957-58, an increase of \$489,667 over 1956.

★ Willoughby, Ohio. A budget of \$8,142,660 has been adopted for 1957, an increase of \$2,089,704 over 1956.

★ Knoxville, Tenn. The budget for 1957 calls for a total of \$5,302,193, an increase of \$807,193.

★ New York, N. Y. The board of education has adopted a budget of \$412,992,616 for 1957, the largest budget in its history. The new budget represents an increase of \$68,000,000 over 1956. Among its major features are \$23,000,000 for salary increases, and \$19,000,000 for new positions. An experimental television center is included at a cost of \$51,000.

## SCHOOL AID

Citing a financial nightmare caused by \$300 billion in federal debt, the Albemarle County, Va., school board has adopted a resolution declaring it is completely opposed to any federal aid for schools. The resolution said it is a state function to provide schools, to regulate them, and to have complete jurisdiction.

## BOOKKEEPING SYSTEM

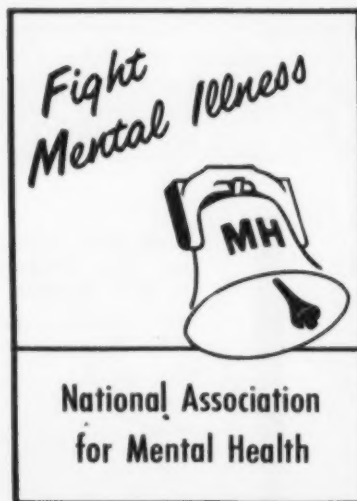
The board of education at Perry, Iowa, has installed a new bookkeeping system, involving complete subsidiary records in addition to the warrant register. Each column in the register is further broken down into a two-page spread, which pinpoints each expenditure. The advantages of the system are improved budgeting procedures and closer budget control. A perpetual inventory of supplies has been incorporated into the accounting system which provides a clear financial picture.

## COURSE IN PURCHASING

The Purchasing Agents Association of Northern California conducted a six weeks' course in purchasing, beginning March 5. The program was planned by the educational committee, under the direction of James D. Hahn, of the University of California Medical Center. H. L. Weber conducted the course.

## CONSULTANT FIRM

The firm of Roberts and Fitzroy, offering advisory services to school districts in educational analysis, community participation programs, and building programs, have opened an office at 140 E. Lockwood Ave., St. Louis 19, Mo. Mr. Fitzroy is a graduate architectural engineer with more than 20 years experience in the building industry; Mr. Roberts is a former teacher with considerable work in the public relations field. Dr. Charles A. Lee, former superintendent of schools for Missouri, will serve as educational consultant with the firm.





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Now in one package—17 proved Schieber quality features combined in a new unit that installs in any wall—even the thinner ones often specified for schools in milder climates. If you haven't observed Schieber equipment in operation, you can't fully appreciate its genuine sturdiness and sound design. Let us have our representative arrange a visit for you to a nearby Schieber installation. There are thousands of them across the country.



This double depth pocket (10" deep) is designed for rooms with restricted wall space. Installs against the wall, partially or completely recessed. Accommodates two complete units for seating 40 children. Tables and benches detach from the pocket and can be rolled out for utilizing entire floor area.

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Detachable tables and benches.

### COMPAC-FOLD

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## PERSONAL NEWS

### DR. PERKINS APPOINTED

Dr. John A. Perkins, president of the University of Delaware, is the new undersecretary of the U. S. Health, Education, and Welfare Department. Dr. Perkins will serve as acting secretary in the absence of Secretary Marion B. Folsom.

### CALIFORNIA

A. Blaine Huntsman succeeds Charles Crooke as superintendent of the Mountain View union high school district.

L. A. Weimers, of Oxnard, has accepted the

superintendency of the Trona unified district of San Bernardino county.

### ILLINOIS

E. S. Simmonds, of Morrison, has accepted a position as head of the education department of Illinois College at Jacksonville.

Sam Turner succeeds Ross Dahl as superintendent of Joy high school and consolidated schools.

### KANSAS

Chester F. Templar is the new superintendent at Fort Leavenworth.

L. C. Crouch, of Rose Hill, is the new superintendent at Conway Springs.

Supt. K. I. Ritchey has been re-elected at Caney.

Valis Rockwell succeeds Clyde Phillips as superintendent at Hays.

### MICHIGAN

Pierre T. Bailey is the new superintendent at Buchanan.

Dr. John H. Tibbett succeeds Carl Wagner as superintendent at Hoover.

### MONTANA

Supt. E. W. Long has been re-elected at Thompson Falls.

George Hayes, Scobey, has been elected president of the Montana Association of School Administrators.

Dean M. Lindahl has been elected superintendent at Valier.

### NEBRASKA

Harry E. Weekly is the new superintendent at Auburn.

### NEW JERSEY

Michael Gioia is the new superintendent at Paterson.

J. Harold Passmore, Baltimore, Md., is superintendent-treasurer at Newtown.

### NEW YORK

Madison M. Hess is the new superintendent of the Elmira Heights Central School Dist., Elmira, N. Y.

### OHIO

Supt. John W. Evans, of Lorain, has been re-elected for a three-year term.

### TEXAS

Draw H. Reese is the new superintendent at Three Rivers.

James K. Kearns, of Corsicana, is the new superintendent at Gainesville.

Supt. Fred Kaderli has been re-elected at Pharr.

### WASHINGTON

Dr. Donald Nylan, of Seattle, has taken over his new duties as assistant superintendent in charge of instruction, guidance, and curriculum research. Dr. Nylan recently completed a period of service in Pakistan.

### PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

#### CONNECTICUT

Dr. Wilfrid C. Wolfer, of Greenwich, has been elected president of the Connecticut Association of School Business Officials. E. V. Comeau, Newington, is vice-president.

#### ILLINOIS

Alvin Kennedy is the new assistant superintendent in charge of business at Geneva.

Robert Knoedler, Streator, Ill., has been elected president of the Starved Rock Division of the Illinois Association of School Boards.

#### INDIANA

W. H. Baker is the new president of the board at Rockport.

#### KANSAS

Lewis H. Brotherson has been re-elected business manager of the Kansas City board. Mrs. Rhena Day is treasurer.

#### KENTUCKY

Robert V. Evans is the new president of the board at Ft. Thomas.

#### MICHIGAN

Frank Brittain succeeds Harold A. Miller as president of the Saline board.

#### MINNESOTA

Mrs. Fred L. Paul, St. Paul, has been elected president of the Minnesota School Board Association. A. G. Seifert, Redwood Falls, is vice-president.



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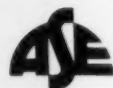


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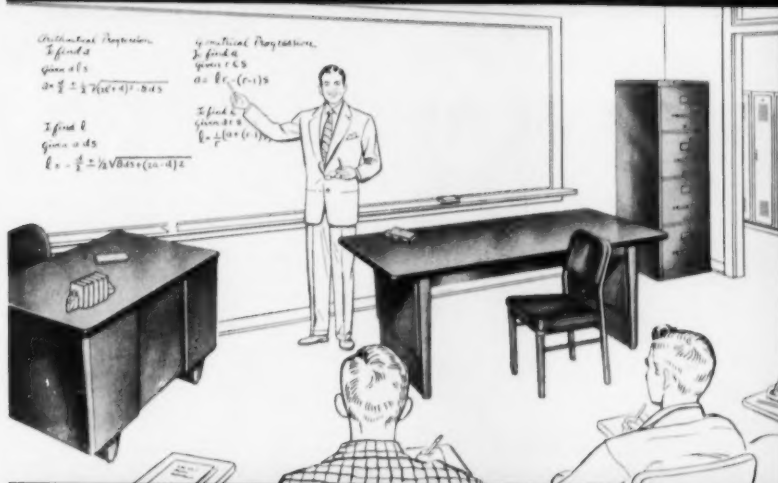
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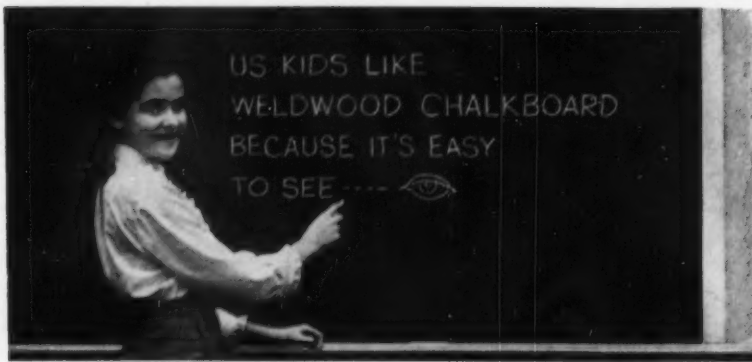
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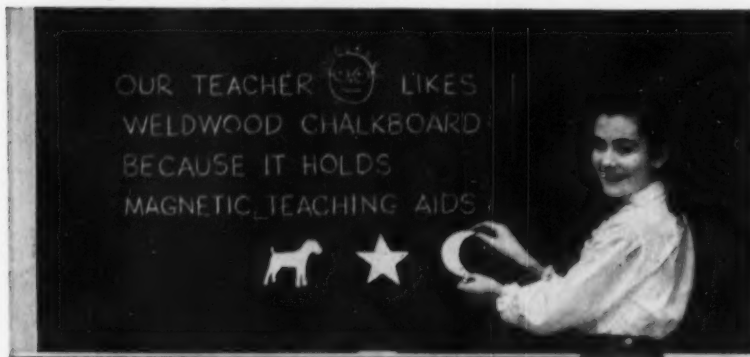
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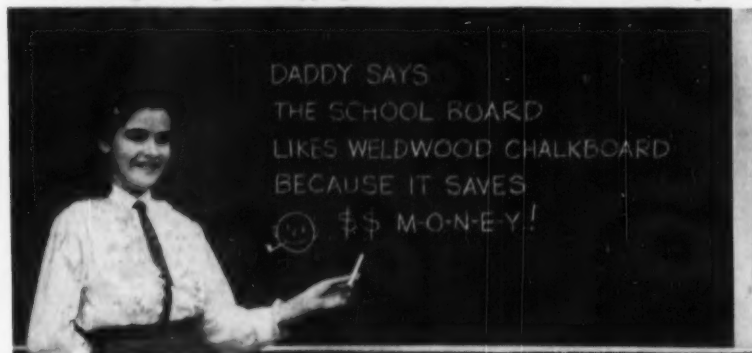
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## TEACHERS' SALARIES

### RAMAPO SALARY SCHEDULE

The school board of Ramapo Central School Dist., Spring Valley, N. Y., has adopted a salary schedule, to become effective in July, 1957. The schedule divides teachers into five groups, based on professional training and years of experience.

Teacher in Class I holding valid certificates, begin at \$4,100, and go to \$6,550 after 15 years, and to \$7,225 after 35 years of teaching. Teachers in Class IA start at \$4,250 and go to \$5,825 in ten years, to \$6,875 in 16 years, and \$7,375 in 35 years. Teachers in Class II begin at \$4,400, go to \$5,975 in 10 years, to \$6,850 in 15 years, and to \$7,875 in 35 years. Teachers in Class IIA start at \$4,550, go to \$6,125 in 10 years, to \$7,000 in 15 years, and to \$8,025 in 35 years. Those in Class III start at \$5,400, go to \$6,275 in 10 years, to \$7,150 in 15 years, and to \$8,525 in 35 years.

New teachers entering the system begin at the step in the schedule applicable to him or her, upon the recommendation of the board. Each teacher is entitled to the annual increment provided he has served in the district for one semester of the previous year. A teacher who has qualified for a new step in the schedule is transferred to that schedule on the date the board approves the transfer.

### IOWA CITY SCHEDULE

The board of directors of the community school district has adopted a new salary schedule for 1957, calling for a new minimum of \$3,800 and a maximum of \$6,150. Teachers holding a B.A. degree, \$5,500 maximum; those with an M.A., \$4,100; teachers with a top M.A., \$6,000; those with a beginning M.A., plus 30 credits, \$4,250; and those with a top M.A. and 30 credits, \$6,150.

The board has established a two-year internship or residency requirement for teachers before going on permanent tenure. Each spread between the second and third step, denoting tenure, carries a \$500 increment. Full credit is given up through the fifth step in the schedule for comparable experience.

### GLENBROOK SCHEDULE

The Glenbrook township school board, Northbrook, Ill., has approved new salaries for teachers. The beginning salary for A.B. degree teachers is \$4,200, and the maximum salary is \$9,000. Teachers are paid an extra sum for additional training and for the performance of additional responsibilities. An evaluation program has been set up and salaries are based on merit.

### TEACHERS' SALARIES

★ Augusta, Me. The school board has given a \$300 across-the-board increase to all teachers and has reduced the pay steps from 17 to 12 years.

★ Fairfield, Conn. The school board has increased the minimum salaries of teachers. Teachers holding a bachelor's degree will be paid \$3,800, and those with a master's degree, \$4,000. The maximum remains at \$6,500.

★ Vernon, Conn. The board has adopted a new schedule, setting the minimum salary at \$3,600, and the maximum at \$5,800.

★ Searsport, Me. The budget committee has recommended salary increases of \$300 for all teachers. Teachers who are about to receive a degree will be paid \$300.

★ Windham, Conn. The school board has approved a schedule, providing a minimum of \$3,500 and a maximum of \$5,500 for teachers holding a bachelor's degree; for teachers with a master's degree the minimum is \$3,700, and the maximum, \$6,100.



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In New York City Schools where Drivotrainers are installed over 90% of the students said that the Drivotrainer helped them to develop good judgment, good sportsmanship and gave them experience handling emergency situations. 97% of the students in Los Angeles Drivotrainer classes concurred.



## Parents Like It —

Parents like the fact that their youngsters are introduced to driving gradually and safely. They appreciate, too, the emphasis which the Drivotrainer course places on developing the good attitudes and sense of responsibility necessary to safe driving.



## Teachers Like It —

Teachers in New York City and four other cities using the Drivotrainer said that it was more effective than conventional training methods in "teaching wholesome driver safety habits, helping the student learn practical judgment in traffic situations, developing good attitudes, and developing good judgment in emergency situations."



## Administrators and School Boards Like It —

Administrators and School Boards of schools where Drivotrainers have been installed have found that they were able to train up to 50% more pupils with the same teaching staff and at savings up to 30% in costs.

# More and More Schools are Installing **ÆTNA DRIVOTRAINERS**

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Anaheim, California	Waterloo, Iowa	Lansing, Michigan
New York City (2)	Mason City, Iowa	Michigan State University
Oklahoma City, Oklahoma (2)	Des Moines, Iowa	Helena, Montana
Ferguson, Missouri	Colorado Springs, Colorado	Cedar Rapids, Iowa (2)
	Fort Wayne, Indiana	



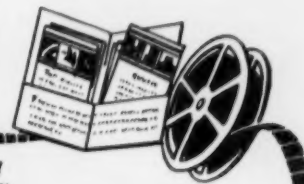
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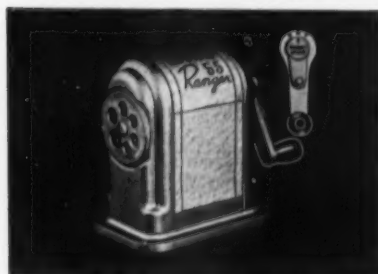
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## SCHOOL LAW NEWS

A county board of school trustees, in changing the boundaries of a school district, are performing a legislative act and are acting as agent of the state legislature. The welfare of the affected school districts and their pupils, rather than the desires of individual landowners, or a few persons, must control the actions of a county board of school trustees. An action may be taken only where the benefits derived clearly outweigh the detriment to the losing school district and the surrounding community as a whole. — *Community Unit School Dist. No. 1 of Marshall, La Salle, and Livingston Counties v. County Board of School Trustees of Woodford County*, 137 Northeastern reporter 2d 877, Ill.

The Kansas State Supreme Court, has ruled that the courts may not determine the amounts spent by a school board so long as the board is within the limitations set by the statutes. — *Williams v. Holt*, 303 Pacific reporter 2d 208, Kans.

The Minnesota State Supreme Court has ruled that when a board of education has received by a vote of the people authority to sell a piece of school property, this authorization is in force until revoked when conditions have changed. — *Ketterer v. Independent School Dist. No. 1 of Chippewa County*, 79 Northwestern reporter 2d 428, Minn.

### YEARBOOK OF SCHOOL LAW

Beginning with the 1957 issue, the Yearbook of School Law is being handled by the Interstate Printers and Publishers, who are in charge of the printing, publication, and distribution of the publication. Lee O. Garber, who formerly handled the publication, is no longer the publisher.

### SPECIAL STUDIES

★ **Batesville, Ind.** The Batesville High School curriculum has been enlarged to include a course in exploratory teaching for high school seniors. Under the program senior students who rank in the upper half of their class and whose personalities fit them for teaching, are encouraged to enroll in the course. At present eight such students have been enrolled. It is believed that the program will help to overcome future teacher shortages provided a sufficient number of students can be induced to take the course.

★ **Cahokia, Ill.** The school board has introduced a course in business education in the high school, to become effective next September. The course will give practical experience by placing students in business houses during part of the instruction.

★ **The Westmoreland County, Pa.,** school board has appointed two teachers to serve as speech correctionists under a county-sponsored program for handicapped children.

★ **Harrisburg, Pa.** A course in practical nurse training is being offered in the department of vocational education. Miss Jessie M. Eberts is the instructor.

★ **Pittsburgh, Pa.** New science courses in the newer technologies will be available to high school students in September. A two-year course will be available in the Allegheny High School at present, but it is planned to offer a full three-year course at the end of three years. The work is aimed for the exceptional student who is over and above normal high school requirements.

★ **Tucson, Ariz.** Classroom demonstrations of reading skills by junior high school students were featured on the program of the fifth educational meeting of the school board. Eighth grade students participated in demonstrations of improvement of reading rate, class organization, and silent reading skills.



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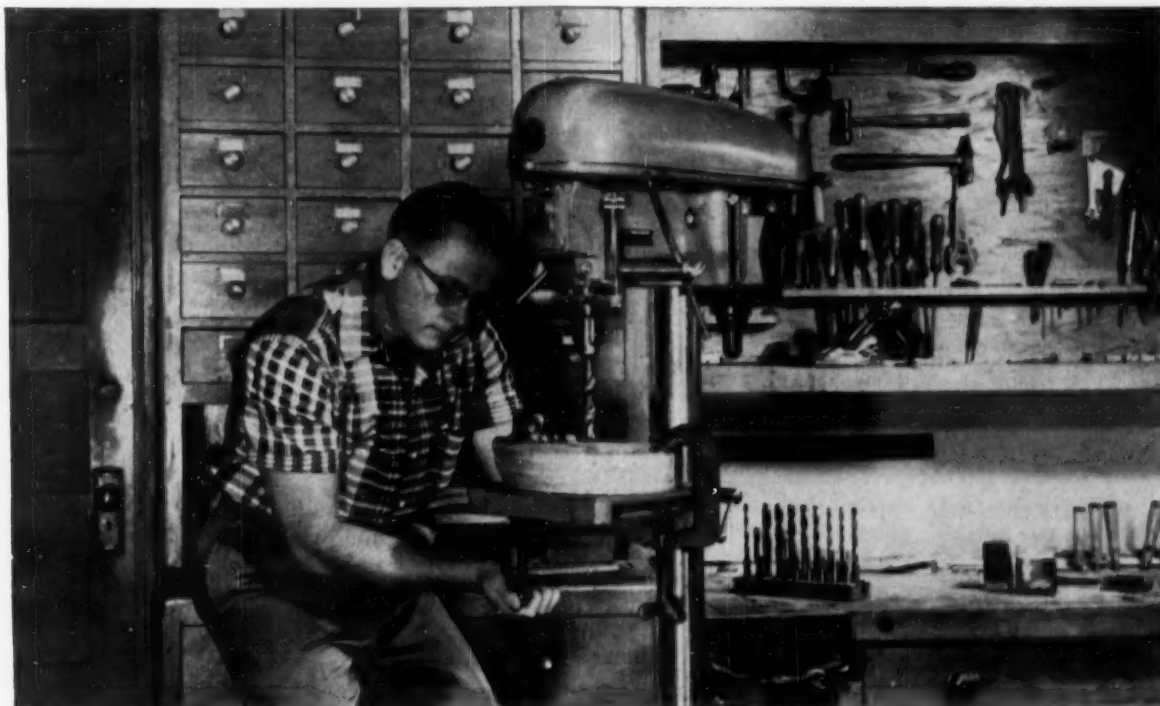
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## THE AASA CONVENTION

(Concluded from page 77)

is the task of every teacher in every city and village in America.

### Teacher Merit Rating

Perhaps the most appealing of the special interest group meetings of the convention — hundreds were turned away — and the discussion was repeated on Tuesday afternoon — was the Monday afternoon session on "The Pros and Cons of Merit Rating." Supt. Wendell Godwin, of Topeka, Kans., chaired the group; Professor Remmers of Purdue University, defined terms. David C. Guhl, president of the NEA Department of Classroom Teachers, and Miss Mathilda Giles, president of the NEA Department of Elementary School Principals, threw monkey wrenches into the practical working machinery of the merit rating theory: "How can a science teacher in a school system be evaluated against a special service teacher?" "What about the resulting abuses, such as favoritism, apple polishing, etc.?" Merit rating, because of its judgment of peers, "strikes at the very core of staff-administrator unity," they argued. Teaching must become "standardized and stereotyped."

Board members L. P. Morris of Elmwood Park, Ill., and James W. Whitehead of New Bedford, Mass., debated that merit rating is the professional answer to current community criticism of high school costs and that if teachers and administrators

above all cannot judge the quality efforts in their profession, they "should pack up shop."

### School Architecture Discussed

Current problems in school architecture occupied the time of not less than six discussion groups. Wm. R. Odell, in explaining the why of the campus type of school, pointed out that where large enrollments and suitable sites are available, these plants are readily expanded for enlarged programs as well as attendance. Supt. John C. Whinnery of Montebello, Calif., based his discussion of successful school building projects on the selection of the right architect and co-operation between superintendent, staff, and school board. Good visual conditions in schools, according to Wilfred Clapp of Michigan, at another conference, involve much more than the size and number of fixtures and the number of foot-candles; the total environment based on such things as color, acoustics, good heating and ventilation, and a general friendly atmosphere, are among the elements which make good lighting effective. There is a new philosophy in school site planning, according to Architect A. Carl Stelling. This results from such factors as the open plan of elementary schools, the campus type high school plant, the combination of community with purely school activities. Supt. Drummond J. McCunn of Martinez, Calif., declared that the architect and the school administration must share the responsibility for the functional success of the new school building; the superintendent must provide the educational specifications which will make the educational program and the instructional services completely successful; the architect is responsible for the ultimate economy of the construction and engineering

### New Officers

At the annual business meeting, Supt. Philip J. Hickey of St. Louis, Mo., was introduced as the president for 1957-58, and Supt. C. C. Trillingham of Los Angeles County, Calif., as president-elect. President Paul J. Misner spoke briefly in appreciation of the service which the new executive secretary of the Association, Finis E. Engleman, had given in the preparations for the convention.

The mildly phrased resolutions repeated substantially the favorable stand taken by the Association in previous years on such matters as education for international understanding, citizen co-operation in furthering the work of the White House Conference, improving the professionalizing of the superintendency, federal aid for schoolhouse construction, and an improved U. S. Office of Education. The appointment of Lawrence G. Derthick as Commissioner of Education was applauded because Dr. Derthick is "an experienced and able school administrator and a leader in our Association."

In 1958 the Association will hold three sectional conventions, one in the far west, another in the middle west, and a third on the Atlantic Coast.

The final general session, the eighth, on Wednesday evening, contained the annual program presented by the Associated Exhibitors. The group's president, Mr. Z. A. Marsh, presented the annual associated exhibitors' S. D. Shankland Memorial Scholarship for Graduate Study in School Administration to Byron Fletcher Evans and Carl Monroe Hammer. The exhibitors' annual education award for 1957 was presented to Worth McClure, secretary emeritus of the AASA. A concluding fare of entertainment featured Paul Lavalie and his Band of America.

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They are tailored to fit the book, are easily adjusted, and stay on until deliberately removed.

They re-inforce the binding.

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**HOLDEN PATENT BOOK COVER COMPANY**

**SPRINGFIELD, MASS.**

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*outsold all other*  
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Smart management all over the country consistently chooses the IBM Electric over all others.

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And they know the IBM Electric boosts office efficiency. It saves time and energy — helps turn out more typing in less time.

Call IBM for more information and a demonstration.

**IBM** ELECTRIC  
TYPEWRITERS

...WORLD LEADER IN PROGRESS,  
PERFORMANCE, AND POPULARITY

This advertisement recently appeared in several leading magazines reaching Office Managers and top-level Executives.

**From classroom to office, the switch is to IBM Electrics**

Since your students will be most likely to use the IBM Electric in their future jobs, why not give the *best* training by teaching them on the IBM *now!* The per-student cost of the IBM for your school is surprisingly low. Ask your IBM representative for the actual figures—based on the experience of thousands of schools.

**IBM** ELECTRIC  
TYPEWRITERS

—OUTSELL ALL OTHER ELECTRICS COMBINED!

Superior Design,  
Construction and  
PERFORMANCE

far greater  
strength and  
SAFETY!

**AMERICAN**  
*Approved*  
**PLAYGROUND  
AND SWIMMING  
POOL EQUIPMENT**

The wise choice of experienced  
buyers for nearly half a century.

WRITE FOR LITERATURE

**AMERICAN**  
PLAYGROUND DEVICE CO.  
ANDERSON, INDIANA, U.S.A.  
WORLD'S LARGEST MANUFACTURERS OF THE  
PARK, PICNIC, PLAYGROUND, SWIMMING  
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**FOLDING  
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Direct Prices &  
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tables or chairs. Con-  
struction of Truck No. TSC  
permits storage in limited  
space.

Full line of  
folding chairs

Above: Transport-  
Storage Truck No.  
TSC

Right: Transport-  
Storage Truck No.  
T38

WRITE FOR CATALOG,  
PRICES AND DISCOUNTS

**THE Monroe COMPANY**  
6 CHURCH STREET, COLFAX, IOWA

## SCHOOL LAW

(Concluded from page 58)

The court then turned to a consideration of the money withheld to cover the inspection and retest costs. It noted that only two of the items which made up this amount were in dispute: (1) the cost of inspecting concrete at the batch plant; and (2) the cost of retests of soil compaction in the re-done backfilling work. Both of these were being charged against the contractor by the district officials.

The court noted that while contract specifications provided that: "All costs of tests and inspections . . . shall be borne by the Owner," applicable rules and regulations of the California State Division of Architecture provided that "when in the opinion of the [board] architect or structural engineer, additional tests or inspections are required because of the manner in which the contractor executed his work, such tests and inspections shall be paid for by the school board but will be deducted from the contract price."

Accordingly, the court held the costs of the retests were properly chargeable against the contractor. However the cost of inspecting the concrete at the batch plant was, in the view of the court, an original inspection cost, and as such was not chargeable against the contractor. In this connection the court said: "The architect's opinion that [the contractor] should bear this charge is based upon an obvious misinterpretation of the contract and therefore is reviewable by the courts."

Therewith the appeal court upheld the judgment of the trial court in so far as it related to: (1) the board's withholding of the liquidated damages (\$6,975) and the (\$289.89) re-test costs; and (2) the denial of the contractor's claim to the (\$15,726.77) costs of re-doing the backfilling work. However the board was ordered to repay to the contractor the \$629.94 withheld to cover the costs of the concrete inspection.

### Four Significant Conclusions

*First.* In the absence of satisfactory evidence that a determination by the district's architect as to the degree of a contractor's compliance with a technical contract specification was made arbitrarily, was based upon fraud or mistake, or arose from an obvious misinterpretation of the contract, the courts will uphold the determination as having been made in good faith.

*Second.* A determination relating to a contract specification which is based upon an obvious misinterpretation of the contract is reviewable by the courts.

*Third.* The fact that, from visual inspection only, a district construction inspector thought that a specific technical contract specification was being properly complied with while the applicable work was in progress, does not stop the district officials from requiring that the work thus observed meet the final-type tests specified upon the work's completion.

*Fourth.* The day-to-day inspection performed by a district construction inspector does not constitute approval or ratification of work later found, by contract specified final tests, to have been improperly done.

prevent  
kid  
injuries  
with



# Saf-Pla

the new low cost  
**RUBBERIZED  
PLAYGROUND**

Saf-Pla is the new rubberized playground surfacing material that greatly reduces injuries from falling on hard, abrasive or unsurfaced playgrounds. According to statements made recently by playground directors, where Saf-Pla was installed, there has been a noticeable decrease in bruises, abrasions and cuts from children falling, and in some cases there have been no accident reports at all. No miraculous results are claimed, but, for all normal purposes, where children are running and playing it has been proved that painful accidents will be reduced or eliminated. Saf-Pla can be applied to black top, concrete or properly surfaced areas.

**U.S.**

**RUBBER RECLAIMING CO., INC.**

BOX 365 BUFFALO 5, NEW YORK

write for bulletin no. 11a . . .







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THEY SAY there's no such thing as luck. But just ask any worried young typist her first day on the job.

Watch her sit down nervously at her new typewriter... then discover it's the same one she learned on in school. Listen to her heave a big sigh of relief. Then tell us there's no such thing as luck.

But how can you give students luck like this? Teach them on Royal Typewriters. Offices use Royals 2 to 1 over the next three leading makes.

Why? For basically the same reasons *teachers* prefer them. Royals are easier to operate... easier on the operator. They're lighter on the touch, and have many more handy features. Royals stand up longer, too. Take less time out for repairs.

Give your typing graduates a head start... and save teaching time doing it! Specify Royal Typewriters. Call in your local Royal Representative for a classroom demonstration.

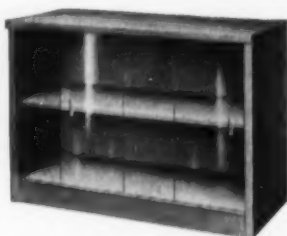
**ROYAL**<sup>®</sup> *standard*  
electric • portable • Roytype<sup>®</sup> business supplies

Products of Royal McBee Corporation—World's largest manufacturer of typewriters

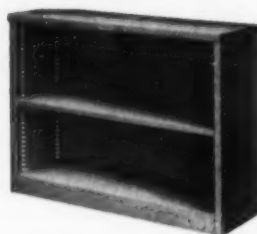
ideal for both  
classroom and office  
**BORROUGHS**  
"Desk-Hi" cabinets



with steel sliding doors



with glass sliding doors



open face—no doors

There are many uses for Borroughs "Desk-Hi" cabinets in every school. The sliding shelf is adjustable without bolting, and the easy-gliding doors can be removed in a jiffy. "Desk-Hi" can be used in rows, or as a single cabinet beside a desk. All models 29" high and available in depths of 12" and 18"—width 38 1/4" outside. 5 colors to choose from. See your local steel equipment dealer... if he does not have these cabinets in stock, he can quickly get them for you.

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# Better PACKAGED BOILERS

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A truly  
**ADJUSTABLE**  
Typewriter  
Table  
with **ALL**  
the Features  
you've been  
looking for!...

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Back-breaker!



Arm-stretcher!



A-H-H-H-H  
SEMCO!!



Bookkeeping  
Table

**SEMCO SALES**

PINELLAS INT. AIRPORT  
ST. PETERSBURG, FLORIDA

## A TURN FOR THE BETTER

(Concluded from page 34)

2 that the task of distributing the future supply of new high school teachers in accordance with the needs of the various teaching fields may be the key to the high school supply situation. Table 2 also supports the evidence shown in Table 1; i.e., that the imbalance between the number of new teachers produced for the elementary schools and the number produced for the high schools is still the greatest roadblock to a balance between supply and demand.

### The Loss Before Entrance

Table 3 shows still another hurdle to be overcome. Starting with the recognized fact that a large percentage of young people show an interest in teaching, the task begins with the identification of aptitudes and provision for exploration in high school, then the selective admission to college, then wise counseling during an effective preservice program of preparation, then induction into teaching service.

Table 3 shows that elementary schools actually capture 81 per cent of their new supply, but the high schools obtain the services of only 63 per cent of those graduates who showed enough interest in teaching to elect the courses leading to the certificate. And this effectiveness varies among the teaching fields. In agriculture, the field suffering the greatest per cent loss in supply since 1950 (Table 2), only 50 per cent of the new group enter teaching. In science, where the new supply has shrunk 45 per cent since 1950, only about 59 per cent of the new group can be attracted to the classroom, despite the desperate nature of the shortage. Mathematics suffers the loss of one of each three newly qualified eligibles for teaching.

The full report for 1957 contains further evidence that the teacher supply-demand problem is most complex, and that the needed improvement can only be achieved through sustained effort of the most aggressive and imaginative nature.

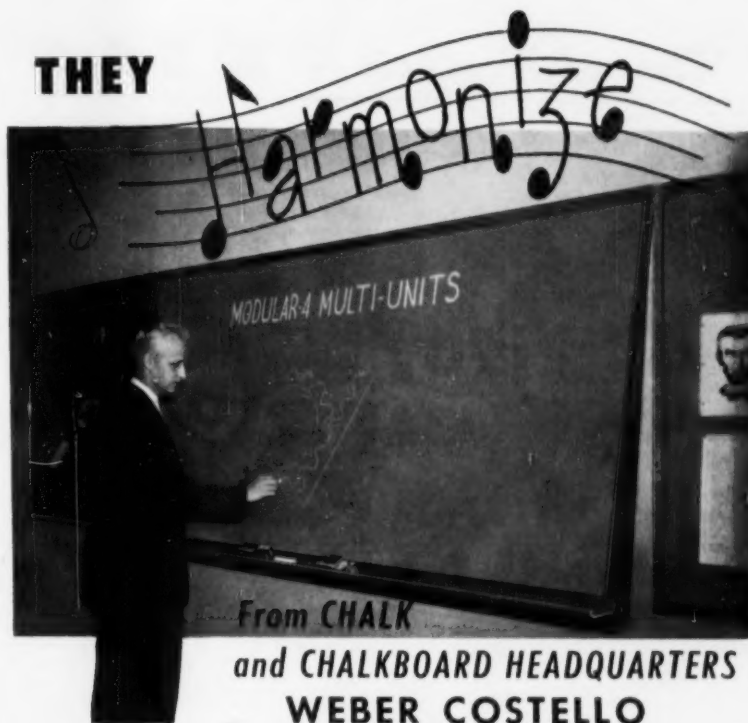
### SALARY INCREASES

The Los Angeles, Calif., board of education has reclassified 39 classes of nonteaching employees, including cafeteria and gardening personnel, and has provided 5½ per cent salary increases, effective as of February.

The board has also started an intensive recruitment drive to employ cafeteria managers for elementary and junior and senior high schools, cooks, gardeners, and others.

New weekly salary rates are—senior elementary cafeteria manager, \$66.50 to \$81.50; elementary manager, \$59.50 to \$73.25; kitchenman, \$59.50 to \$73.25. Salary increases have been given to high school cafeteria managers, cooks, pastry cooks, and salad cooks. Field gardeners receive \$303 to \$375 monthly.

# THEY

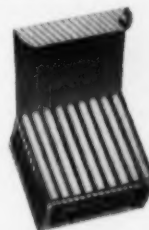


From CHALK  
and CHALKBOARD HEADQUARTERS  
**WEBER COSTELLO**  
**CHALKBOARDS**

A complete line for every classroom need—every budget—each the finest quality in its class! Hyloplate, Sterling and Hyloprest Chalkboards are standards of quality. Modular-4 Multi-Units can be moved from wall to wall, have matching project boards and cork bulletin boards.

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ALPHA is America's "white" white, No. 1 dustless chalk. P/C ALPHASITE is the golden ivory, polychromatic, sight-saving chalk, designed by the folks who make chalkboards, provide smooth writing and easy, complete erasing.



### WEBER COSTELLO ERASERS

From the top quality "Double Sewed" Costello Eraser, on down thru the line, every one is constructed of quality felts and designed to do a thorough job of chalkboard erasing.

For TOPS in quality, performance and overall economy, look to the one firm that manufactures all 3—Chalkboards, Chalk and Erasers.



Send for  
**Catalog GA-57**  
from Chalk and  
Chalkboard Headquarters

## WEBER COSTELLO COMPANY

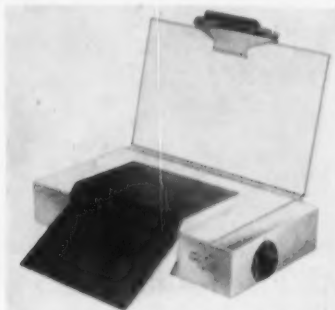
CHICAGO HEIGHTS, ILLINOIS

Manufacturers of: Chalkboards, Chalk, Erasers, Art Material, Maps, Globes.

# News of Products for the Schools

## BOOK COPIER

A new compact and low cost book copier that reproduces pages from books and magazines as well as other material requiring a flat bed printer has been announced by the American Photocopy Equipment Co., Chicago 26, Ill. It is the Apeco Panel-Lite Copier, which is styled to enable snug contact on any bound page to make a sharp, clear copy of the entire page from the gutter to the outer edges.



**Inexpensive Re-Producer**

Styled in metal with baked enamel finish the unit is lightweight. It measures only 19½ by 13 by 4 in. over-all and is made with a built-in automatic timer. The copying surface is of special 3-ply filtered glass and has a removable cover.

(For Further Details Circle Index Code 0266)

## INCINERATORS FOR SCHOOLS

Two new rapid-burning, gas-fire incinerators, Samco No. 5 and Samco No. 8, have been introduced by Syrral Mfg. Co., Syracuse, N. Y. Both units provide speedy disposal of all wet and dry combustibles including garbage, paper, crates, and refuse. The Samco No. 8 model has an 8-bushel capacity. It weighs close to 1000 lbs. and is designed for rapid burning with 150,000 btu. input. Easily removable, horizontal dump type, parallel grates allow dislodgment of noncombustibles as cans or bottles, without reaching through the feed door. The outer case of the destructor is of heavy steel, 60 in. high by 24 in. wide by 22 in. deep. It has four side panels completely insulated with hydraulic refractory concrete, permanently anchored to the inside of the case from floor upward, including feed door and top. The Samco No. 5 has a 5 bushel capacity and measures 48 inches in height. In all other respects, however, width, breadth, burner and grate construction it is identical to the No. 8 model.

(For Further Details Circle Index Code 0267)

## RUBBERIZED PLAYGROUND

A rubberized material that can be applied to playground surfaces to reduce injuries has been developed by U. S. Rubber Reclaiming Co., Inc., Buffalo 5, N. Y. Called Saf-Play, the new product is a composite of ground rubber particles, asphalt, and waxes. It can be applied to black top, concrete, or smooth penetration pavements. A tough, long lasting material it will withstand severe abuse, and ravages of snow, ice and thawing without crumbling.

(For Further Details Circle Index Code 0268)

## THIN LIGHT FIXTURES

A distinctively shallow light fixture, the Slimlux, measuring only 4¼ inches in depth has been designed by the Edwin F. Guth Co., St. Louis 3, Mo. Ideal for close-ceiling mountings it has a perfectly level top which rests snugly and hugs closely to flatter a low ceiling. Fabricated of heavy gauge, zinc plated and bonderized steel, Slimlux visible and reflecting surfaces are finished in a gleaming, 300° baked-on Permalux White. A wide variety of models are available in both 2 and 4 light widths and in 4 or 8 foot lengths. All models have extra rugged construction. High quality ballasts maintain 90° (or lower) operating temperature with top ballast performance.

(For Further Details Circle Index Code 0269)

## GAS-FIRED VENTILATOR

Unit ventilator comfort and performance in school classrooms, normally found in steam and hot water installations, is now available for direct-fired gas installations with the introduction of the Herman Nelson Univent, by American Air Filter Co., Inc., Louisville 8, Ky. The Univent combines the advantages of unit ventilation with low-cost, rapid installation advantages of a direct-fired gas unit. It is particularly well suited for remodeled classrooms, portable buildings, additions and temporary schools. It is also very easy to install, requiring only a vent, a small gas pipe connection, an electrical connection and an outdoor air connection. No boiler room is required, no stacks, nor boiler to classroom piping and accompanying construction. Univent meets all unit ventilator comfort requirements, which are: rapid response to changing conditions caused by occupants; sun or lightning; automatic temperature controls; window downdraft protection; adequate ventilation; good air distribution and variable outdoor air for cooling.

(For Further Details Circle Index Code 0270)

## STYLISH SCHOOL BUS

A school bus with auto-inspired lines has been produced by the Blue Bird Body Co., Fort Valley, Ga. Their latest model, the 1957 All American Transit School Coach, features new distinctive styling of the grill and front, including a massive wrap around windshield.



**Auto-Inspired Lines**

Five new chassis of 149"WB, 179"WB, 194"WB, 209"WB, and 224"WB are specifically engineered for exact load requirements. Fifty-four to 78 children can be carried in the bus. It is mounted on a forward control chassis and is available with a choice of 2 Ford, 2 Chevrolet, 2 GMC, Rio, IH, Perkins, and 2 Cummins Diesel Engines.

(For Further Details Circle Index Code 0271)

## VERSATILE CLASSROOM FURNITURE

A new concept in classroom design has been introduced with Samsonite's latest pieces of classroom furniture. Their new line contains a great variety of chairs and tables of different sizes which lend themselves to any classroom arrangement, color, or unit mixture. Trapezoid-shaped tables are available which can be arranged into a circle for kindergarten activities such as: storytelling, painting or craft sessions. And for individual work in the lower grades there are square-shaped tables and lift-lid desks. An informal setting can be created for kindergarten classes by mixing various sized units.



**Mix and Match Furniture**

For the older students, Samsonite has produced an activity table which contains from one to six book boxes depending on the age of the group. All desks and chairs come in a choice of woods and plastics and in four decorator hues to improve student morale and to encourage a greater use of color in schools.

(For Further Details Circle Index Code 0272)

## BAND INSTRUMENTS MODERNIZED

Modern and scientifically designed band instruments make up the 1957 line of instruments recently introduced by C. G. Conn, Ltd., Elkhart, Ind. Some of the new pieces are: a mellophone with horizontal bell to broadcast an entirely new tone directly to the audience, a herald trumpet for stage and marching effects, a valve trombone, a lightweight flute with optional sterling silver mouthpiece, a wood clarinet, and a one-piece seamless horn bell. Exclusive features incorporated in the instruments include: Clickless Crysteel valves, giving professional "feel" to valve brasses and eliminating "spring sing" and other noise valves, hydraulic expansion for bows and crooks on brasses, taking the "hand" wrinkles out of inside bore, short action valves, and tone hole sockets on saxophones, flutes and piccolos drawn as an integral part of the instrument body for greater strength and to assure absolute leakproof performance.

(For Further Details Circle Index Code 0273)

## BRIGHTER PROJECTION LAMP

A projection lamp that makes it possible to obtain brighter motion pictures with existing projection equipment has been developed by Westinghouse Electric Corp., Bloomfield, N. J. It is a 1200-watt projection lamp which is interchangeable with present 1000-watt lamps. The lamp was originally designed for the armed services to enable them to obtain sufficient screen brightness when showing films to large groups. Nearly 2 inches shorter than other 1200-watt lamps, the new light source has the same filament size as 1000-watt lamps. It is especially useful for obtaining brightness in daylighted school rooms, and for projecting Cinemascope and Vistascope films.

(For Further Details Circle Index Code 0274)

(Continued on page 110)



**Does your school provide Kotex—  
the superior sanitary napkin  
teachers and students prefer?**

**M**ore than just a convenience—it's a real *need*—the vending machine service that makes Kotex available.

Just as most teachers and students choose *Kotex* when they buy sanitary napkins, so too, they look for this leading brand in modern school rest rooms. In the Kotex dispenser they'll find the same new Kotex with Wondersoft covering—the softest, most absorbent napkin ever designed.

Mail coupon below for additional information.

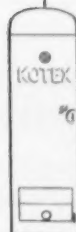


Kotex products sponsor a complete program on menstrual education for schools, without charge.

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Organization \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## News of Products . . .

(Continued from page 108)

### TOUGH TABLE TOP

H & H Mfg. Co., Joplin, Mo., has announced the development of a new processed and exceptionally low priced hard-board Banquet table top for their Ajax folding tables. The material, called Amazite, has a resistance which is practically comparable to normal plastics. It is harder and more durable than the finest tempered grades of hard-board on the market with color impregnated so that it



Hard Board Top

would take a cut of about  $\frac{1}{8}$  inch deep before the darker core could be seen. The edge of a half dollar can be run against the material and the grooves in the coin will be smooth before any effect is made on the Amazite. Its sealing is impervious to all normal stains such as oil, grease, coffee, or water stains; in fact, stringent tests showed but a faint stain from iodine and none from tincture of Merthiolate.

(For Further Details Circle Index Code 0275)

### COLORED PLATE GLASS

Colored plate glass sure to enhance the appearance of any building is being produced by the Libbey-Owens-Ford Glass Co., Toledo 3, Ohio. Still in the process of development, it will be ready for buildings now on the drafting boards. A spandrel plate glass material, it will have ceramic colors fused onto the inner side of the plates in a selection of 16 standard colors and black and white. During production, the glass will be heat-strengthened giving it additional strength to resist shock. The units will be made of quarter-inch plate glass with maximum sizes of 60 by 84 inches. Easy to maintain, the glass will retain its original color and polished appearance despite atmospheric acids and temperature changes. The trademarked name for the product will be "Vitrolux" which was used for a similar product used in signs a few years ago.

(For Further Details Circle Index Code 0276)

### MONEY SAVING OIL BURNER

An oil burner that enables building operators to cut heating costs substantially has been introduced by the Iron Fireman Manufacturing Co., Cleveland, Ohio. Incorporated within the unit, which is called the Micro-Mist, is an oil atomizing principle which reduces even heavy No. 5 oil to a highly combustible microscopic mist. Efficient operation is possible with any grade of commercial fuel oil up to and including heavy No. 5, and the difference in cost between No. 5 and No. 2 results in great savings. No gas is required for igniting the burner; a simple, direct electric ignition system is used. Installation costs are low, too. Units are shipped as a package; complete with factory wired and tested control system in an enclosed integral panel ready for installation.

(For Further Details Circle Index Code 0277)

### '57 ONEIDA SCHOOLBUS

Well-designed for safety is the 1957 Oneida school coach. Highlighting its new features are: a nonglare multi-color paint in the driver's area, a driver's seat that is adjustable by foot pedal, and a bigger, deeper windshield and bottom-mounted windshield wipers. Other new improvements include a new heater and defroster, with fresh-air intake at front



Designed for Safety

of bus above the chassis cowl, and right-hand fresh air defroster-heater with step-well outlet. Many of the features popular in past models were retained; among them: folding entrance doors; built-in directional and warning light housings; full wrap-around windshield and rear glass on each model; 16 gauge outside corner panels; side-skirt construction; built-in illuminated school bus signs and  $6\frac{1}{2}$  inch heavy gauge rub-rails.

(For Further Details Circle Index Code 0278)

### CHLORINATED DISHWASHING COMPOUND

A new chlorinated compound for machine dishwashing called Divoklor has been developed by the Diversey Corp., Chicago 11, Ill. It simultaneously cleans and prevents staining of plastic and china dishware. It also penetrates scratched surfaces and removes deeply imbedded stains.

(For Further Details Circle Index Code 0279)

(Concluded on page 112)

**MAYLINE**



## The Best In Tables for Drafting or Art

For a requirement covering both drafting and art, there is the C-7702 table, attractively priced. Base is oak. Top is Basswood. Send us your requirements for our quotation.

For the complete drafting table choose the Mayline C-7703B table. This offers a fine Basswood drawing top with metal edges, 6 individually and master keyed, roomy, equipment drawers, and a 6 compartment drawing board storage unit. Complete table reasonably priced. Mail us your bids.



Symbol of  
**MAYLINE**

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**C-7703B DRAFTING TABLE**

**MAYLINE COMPANY**

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Sheboygan, Wisconsin

**MAYLINE**

## EXTRA YEARS

of Clean, Safe, Quiet Operation  
... at low initial cost

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# TODD BURNERS

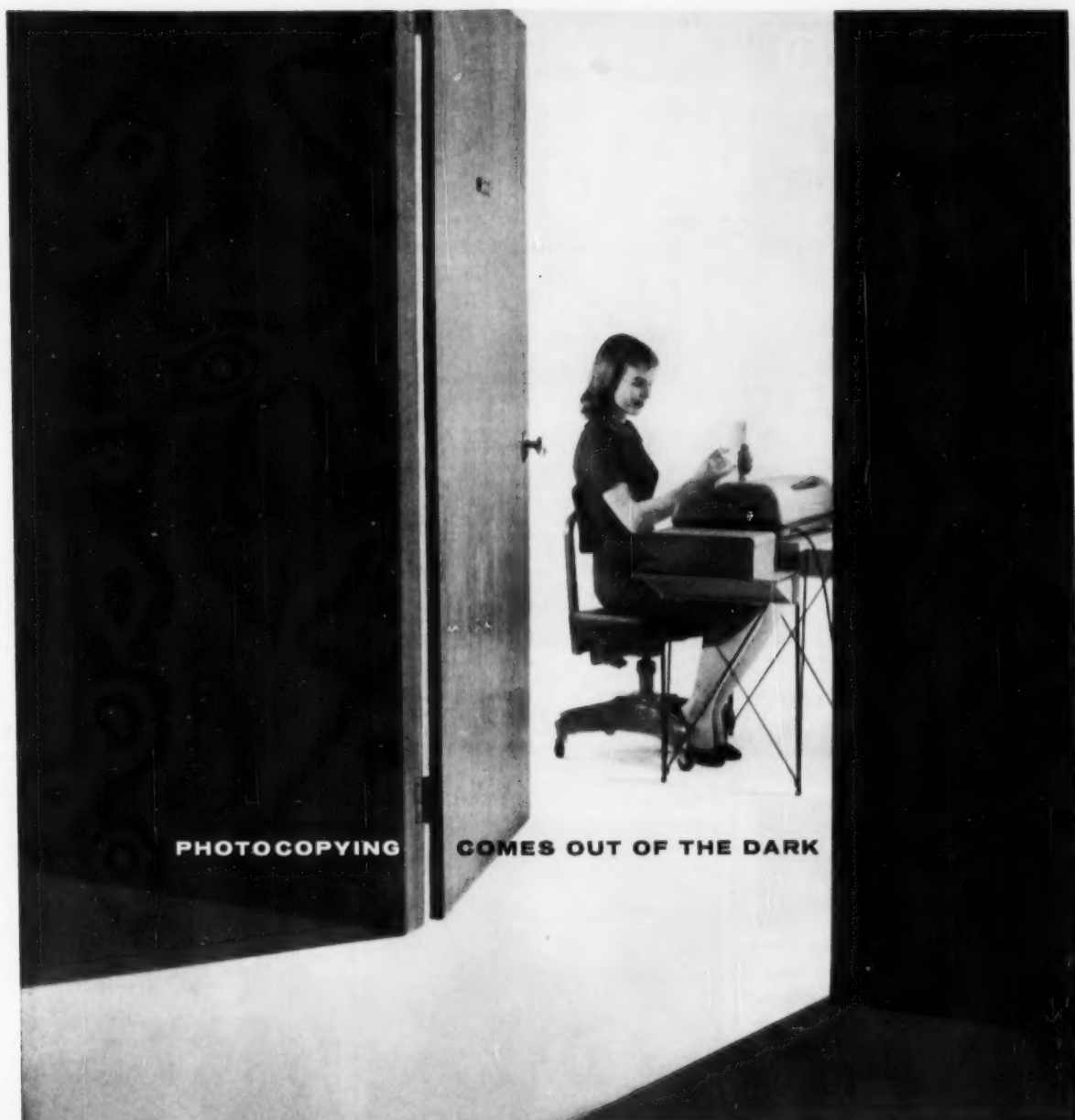
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Plant:  
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**CONALERT**  
the Conelrad Monitor



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...The FOLDING TABLE



Widest range  
of colors  
and sizes



Stands up longest,  
by far the strongest;  
yet costs less

Only table with replacement parts  
Write for FREE literature and prices

**H & H MFG. CO.**

1215 W. 13th Joplin, Missouri

## News of Products . . .

(Concluded from page 110)

### GLARE-FREE FLUORESCENT FIXTURE

High lighting levels can be produced without glare or visual discomfort with the new lighting unit recently introduced by Holophane Co., Inc., New York 17, N. Y. It is a two-foot square fixture, called Controlens, which effectively employs conical prismatic elements formed in a concave shape. Both longitudinal and transverse light controlling



Fluorescent Fixture

lens are provided. A new prismatic construction, called Prismalume, is featured. This construction assures highest quality in appearance and excellent color stability. Easy maintenance of the fixture is possible because it is light weight. It is also very flexible and lends itself to such applications as two foot wide continuous troffer runs; geometric groupings, one or more lenses; and large luminous panels in various sizes.

(For Further Details Circle Index Code 0280)

### MACHINE-AGE ARITHMETIC

One of the newest concepts in education—teaching arithmetic with calculating machines—was explained to a nationwide television audience on January 31 by Dr. Howard F. Fehr, head of the Mathematics Department of Teachers College, Columbia University, and president of the National Council of Teachers of Mathematics. Appearing as Dave Garroway's guest on "Today," NBC-TV morning

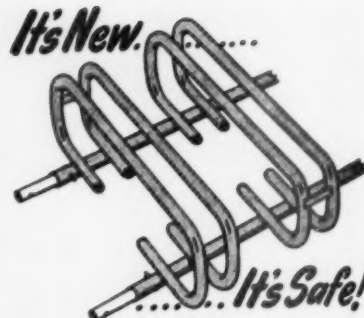


Dave Garroway (left) watches as Dr. Howard Fehr and Mary Gore of Cedar Grove, N. J. demonstrate classroom calculator.

network program, Dr. Fehr described a lengthy controlled group experiment he conducted last year with the "Educator," a pint-size calculator designed specially for classroom use by the Monroe Calculating Machine Co., Inc., Orange, N. J. Students using the "Educator," it was revealed, made gains of nearly half an entire school year in both computation and reasoning over pupils studying arithmetic with conventional methods.

(For Further Details Circle Index Code 0281)

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## ALL-FACILITY SCHOOL SOUND

Here is RAULAND's most complete School Sound System, offering every conceivable program, distribution and operational facility. The S260 System simplifies administrative control, offers complete program distribution (two programs simultaneously) to enhance instruction, and provides 2-way communication between any classroom and the central control console. Here, truly, is the ultimate in School Sound.



**MODEL S260. Dual-Channel System**  
**PLUS Simultaneous 2-Way Inter-**  
**communication For Up To 160 Classrooms**

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**MASTER CONTROL PANEL:** Provides 2-way conversation with any room; includes one-operation Emergency Switch, automatic Program Clock and Monitor Speaker controls.

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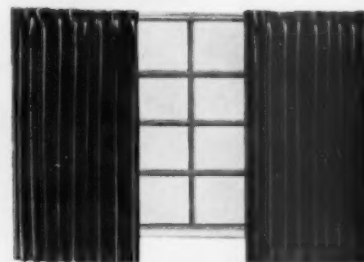
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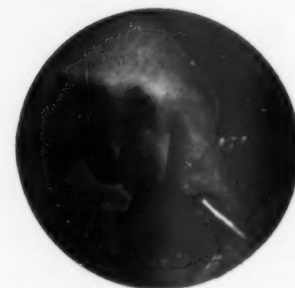
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## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
40	Aetna Life Affiliated Companies. 98 & 99 Drivetrainer. For information use coupon page 99.	418	Dodge Div. Chrysler Motors. 26 School bus chassis.
41	All-Steel Equipment, Inc. 95 Steel furniture and lockers.	419	Everett Piano Company. 112 Pianos. Use coupon page 112 for "Report 10."
42	American Bitumuls & Asphalt Co. 6 Playground surfacing material.	420	Fenestra Incorporated. 88 & 89 Building panels. Use coupon page 89 for catalog.
43	American Desk Mfg. Co. 30 Airplane table with No. 44 cluster chair.	421	Fenestra Incorporated. 90 & 91 Fenlite process for steel windows. Use coupon page 91 for information.
44	American Playground Device Co. 104 Playground and swimming pool equipment.	422	Forse Manufacturing Company. 114 Darkening draperies and shades.
45	American Seating Company .....ins. bet. 16 & 19 School furniture.	423	Goodyear Tire & Rubber Co. 22 3-T cord tires.
46	Arlington Seating Company. 27 "400" line of school furniture.	424	Griggs Equipment, Inc. 87 Chair desk No. 950 in new Tempo styling.
47	Bendix-Westinghouse Automotive Air Brake Co. 23 Air brakes.	425	Heywood-Wakefield Co. .....ins. bet. 58 & 63 Chrome plated tubular steel furniture.
48	Berroughs Manufacturing Co. 106 Desk-Hi cabinets.	426	H & H Mfg. Co. 112 Folding tables.
49	Brunswick-Balke-Collender Co. .....ins. bet. 34 & 43 Products for school and gymnasium.	427	Hillyard Chemical Company. 28 Single brush Hilboy. Use coupon page 28 for descriptive folder.
410	Butler Manufacturing Company. 19 Steel buildings. Use coupon page 19 for catalog.	428	Holden Patent Book Cover Co. 102 Textbook protection.
411	Canton Stoker Corp. 86 Stokers.	429	Hunt Pen Co., C. Howard. 100 Boston pencil sharpeners.
412	Celotax Co., The. 24 Sound conditioning. Use coupon page 24 for survey chart and booklets.	430	International Business Machines Corp. 103 Electric typewriters.
413	Clarin Manufacturing Co. 97 Music room chairs. Use coupon page 97 for literature.	431	Johnson Service Company. 1 Pneumatic temperature control.
414	Cook Machinery Co., Inc. 94 Washettes. Use coupon page 94 for descriptive literature.	432	Kear Engineering Corp. 112 Automatic civil defense sentry. Write for information.
415	Day-Brite Lighting, Inc. 4 Lighting fixtures.	433	Kewaunee Mfg. Company. 12 Laboratory equipment. Write for 44 page catalog or 48 page planning manual.
416	Delta - Rockwell Power Tool Division 101 14" utility drill press. Use coupon page 101 for complete information.	434	Kimberly-Clark Corporation. 109 Kotex vending machine. Use coupon 109 for information on machine service.
417	Dettra Flag Company, Inc. 100 Flags for schools. Write for information on movie "Our U. S. Flag."	435	Libbey-Owens-Ford Glass Co. .....ins. bet. 78 & 83 Daylight walls.

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These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

April, 1957

THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

#### ADVERTISING INDEX

40	45	410	414	418	422	426	430	434	438	442	446	450	454	458	462
41	46	411	415	419	423	427	431	435	439	443	447	451	455	459	463
42	47	412	416	420	424	428	432	436	440	444	448	452	456	460	464
43	48	413	417	421	425	429	433	437	441	445	449	453	457	461	465
44	49														

#### NEWS OF PRODUCTS FOR THE SCHOOLS

0366	0367	0368	0369	0370	0371	0372	0373	0374	0375	0376	0377	0378	0379	0380	0381
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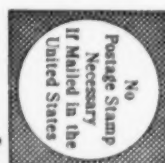
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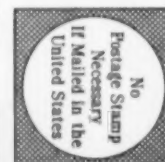
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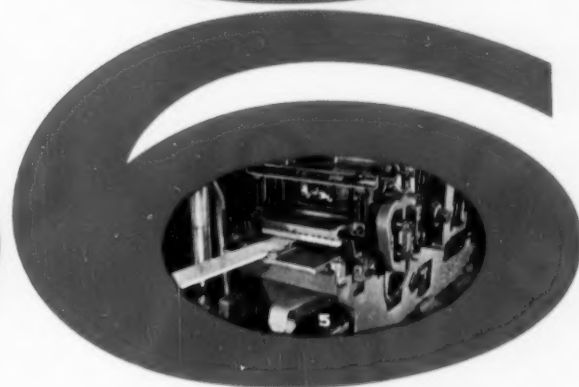
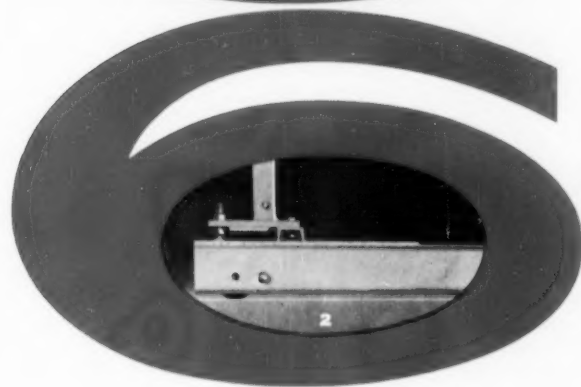
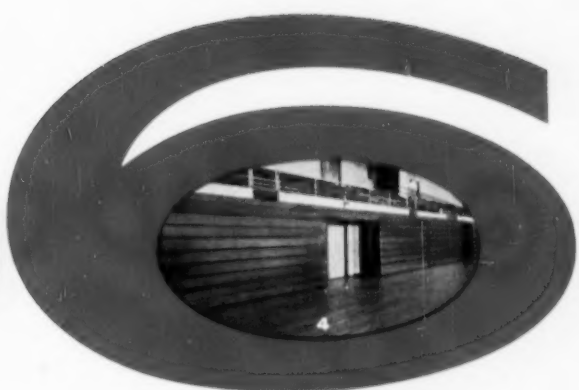
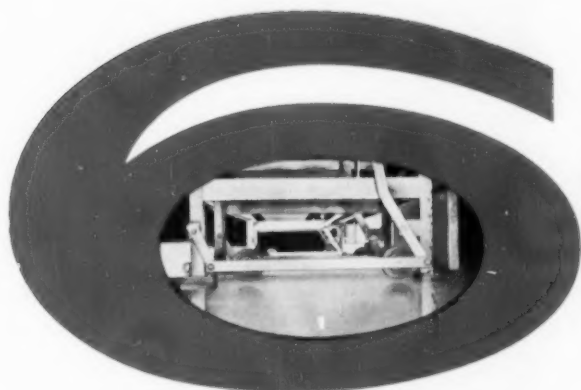


## READER'S SERVICE SECTION

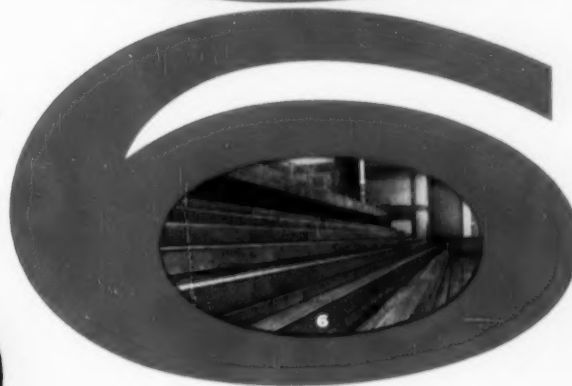
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Code No.	Page No.	Code No.	Page No.
436	Mayline Co. .... 110 Tables for drafting or art.	459	U. S. Plywood Corp. .... 96 Weldwood Chalkboard. Use coupon page 96 for free sample.
437	Medart Products, Inc., Fred ..... 2nd cover Basketball scoreboard. Write for brochure.	460	U. S. Rubber Reclaiming Company, Inc. .... 104 Low cost rubberized playground.
438	Minneapolis-Honeywell Regulator Co. .... 20 & 21 Temperature controls.	461	United States Steel Corp. (Cyclone Fence) .... 29 Cyclone fence and gates. Use coupon page 29 for complete information.
439	Mississippi Glass Company. .... 25 Rolled, figured and wired glass.	462	United States Steel Corp. .... 2 Steel deck stadium
440	Monroe Company, The ..... 104 Folding banquet table.	463	Wayne Iron Works. .... 3rd cover New Rolling gymstand advances.
441	Myrtle Desk Company. .... 84 Library furniture.	464	Weber Costello Company. .... 107 Chalkboard headquarters.
442	Nesbitt, Inc., John J. .... 4th cover Wind-o-line radiation.	465	Z & H Products. .... 112 Bicycle rack
443	Onaida Products Corporation. .... 13 School bus.	<b>News of Products for the Schools</b>	
444	Penn Metal Company, Inc. .... 15 Lightsteel structural sections.	0266	American Photocopy Equipment Co.. 108 Book Copier
445	Powers Regulator Co. .... 85 Automatic temperature and humidity control.	0267	Syrall Mfg. Co. .... 108 School Incinerators
446	Premier Engraving Company. .... 114 Engravers.	0268	U. S. Rubber Reclaiming Co., Inc. .... 108 Rubberized Playground Surface
447	Rauland-Borg Corp., The. .... 114 School sound systems. Use coupon page 114 for details.	0269	Edwin F. Guth Co. .... 108 Light Fixture
448	Remington Rand, Inc. .... 111 Daylight processing by Transcopy. Use coupon page 111 for demonstration.	0270	American Air Filter Co., Inc. .... 108 Unit Ventilator
449	Royal Typewriter Company, Inc. .... 105 Standard, electric and portable typewriters.	0271	Blue Bird Body Co. .... 108 School Bus
450	Safway Steel Products, Inc. .... 10 Telescoping gym seats.	0272	Samsonite ..... 108 Classroom Furniture
451	Schieber Sales Company. .... 93 Introducing "Compac-Fold" detachable unit.	0273	C. O. Conn, Ltd. .... 108 Band Instruments
452	Samco Sales. .... 106 Adjustable typewriter table.	0274	Westinghouse Electric Corp. .... 108 Projection Lamp
453	Sexton & Company, Inc., John. .... 113 Institutional food.	0275	H & H Mfg. Co. .... 110 Banquet Table
454	Southern California Plastering Institute ..... 14 Genuine Lath and Plaster.	0276	Libbey-Owens-Ford Glass Co. .... 110 Plate Glass
455	Stran-Steel Corporation ..... 7 Low-cost steel buildings. Use coupon page 7 for catalog.	0277	Iron Fireman Mfg. Co. .... 110 Oil Burner
456	Superior Combustion Industries, Inc. .... 106 Steam generators.	0278	Onaida ..... 110 Schoolcoach
457	Todd Shipyards Corporation. .... 110 Gas or oil burners.	0279	Diversey Corp. .... 110 Dishwashing Compound
458	Trane Company. .... 8 & 9 Heating and ventilating equipment.	0280	Halophane Co. .... 112 Fluorescent Fixture
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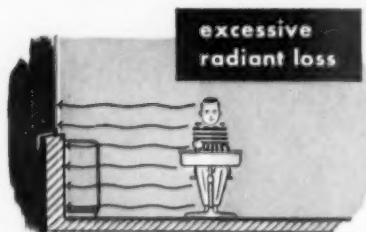
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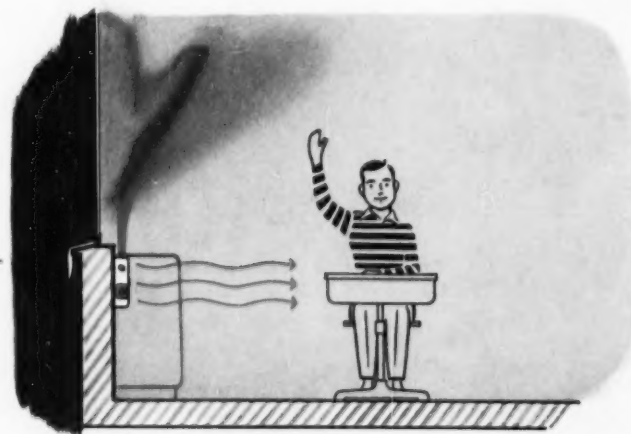


Downdrafts from the cold window wall add to the discomfort, forming pools of chilling air around the ankles of pupils seated near the cold surface.

The Nesbitt Series Hot Water Wind-o-line System provides the protected learning environment at proven lower costs.

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